

Appendix A

The Four Dimensions of Racial Stratification

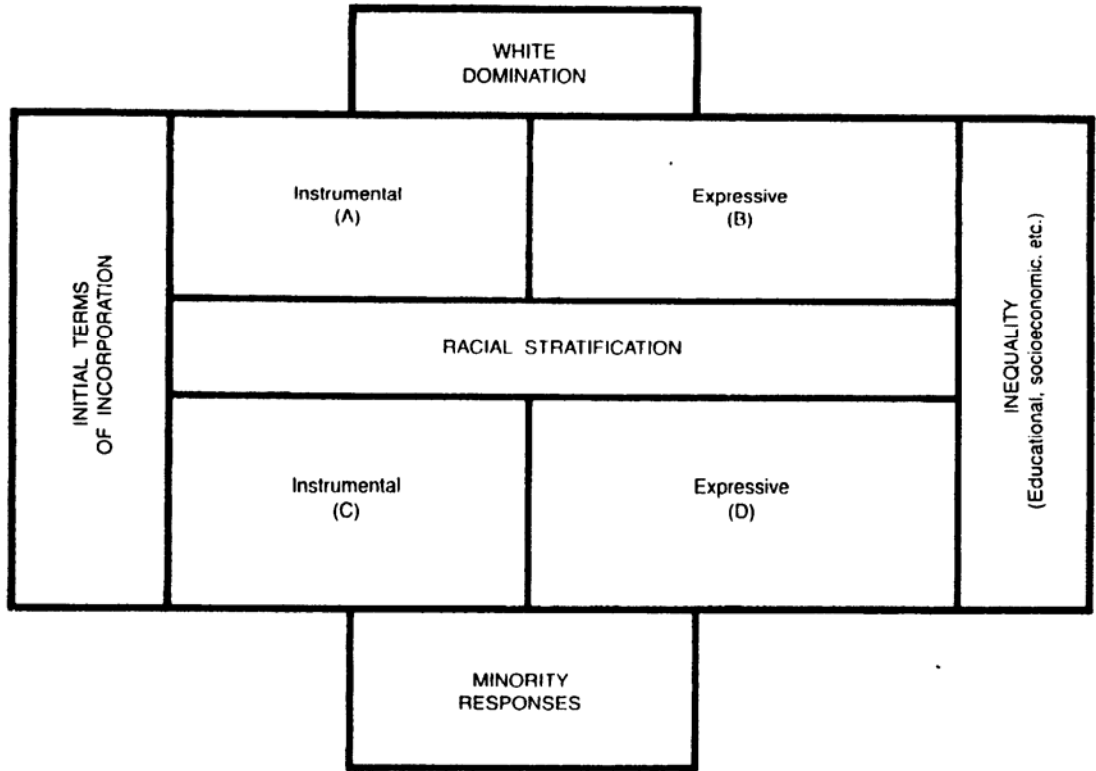


Figure 1 The Four Dimensions of Racial Stratification.

Source: Ogbu, J. U. (1990). Racial stratification and education. (3-34). In Thomas, G. E. (Ed.). U.S. race relations in the 1980s and 1990s: Challenges and alternatives. New York: Hemisphere Publishing Corp.

Appendix B
Research Application



Government of the Virgin Islands of the United States

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DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

44-46 Kongens Gade

St. Thomas, V.I. 00802

April 23, 2002

Ruby Simmonds, D.A.
Commissioner
Department of Education
44-46 Kongens Gade
St. Thomas, V.I. 00802

RE: Research Proposal Request – Ms. JoyAnne P. Murphy

Dear Commissioner Simmonds:

Please find the attached research proposal application submitted for your review and authorization. Endorsements appear on the necessary (1) Signature of Approval Sheet, (2) Statement of Non-Disclosure of Release of Education Record Information, and (3) the Statement of Confidentiality and Safety form.

Sincerely,

Noreen Michael, Ph. D.
Assistant Commissioner/Director, TPRES

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ATTACHMENT:

~~APPROVED~~ DISAPPROVED

Ruby Simmonds, D.A.
Commissioner

Procedures for Completing Research Application

The attached is an application for conducting research in the public schools in the Territory. There are several requirements that must be met before obtaining permission to conduct a study in the public schools. This application packet contains all information required. Specifically, the application packet contains:

1. Application form
2. Research proposal form
3. Study Recommendation Form
4. Statement of Confidentiality Form
5. Rights of Human Subjects Form
6. Statement of Non-Disclosure Form

All forms must be filled out in their entirety before consideration can be given to the research application.

Applications are processed according to the following schedule:

Semester for Conducting Proposed Study	Due Date	Review Period	Notification
Fall (September – December)			
Spring (January – May)			

Please use the following checklist to ensure that all required materials have been included in your application packet.

- Application Form
- Research Proposal
- Instruments
- Study Recommendation Form
- Statement of Confidentiality Form
- Rights of Human Subjects Form
- Statement of Non-disclosure
- Adherence to due date to ensure timely processing
- Signed signature of approval sheet

Application packets should be submitted by the primary researcher and can be hand-delivered or mailed. Application packets mailed should have a return-receipt form from the Post Office.

RESEARCH APPLICATION

Office of Testing, Planning, Research and Evaluation
Department of Education
44-46 Kongens Gade
St. Thomas, USVI 00802

775-1000
246
with
Friday

NAME JOYANNE P. MURPHY DATE OF SUBMISSION 2/20/08
MAILING ADDRESS: 43 TINDAL SPRINGS CT, MOUNT VILLAGE, MD 20886
PHONE: Home (301) 869-5797 Office (301) 443-3880 FAX (301) 594-6599

A. IDENTIFICATION OF APPLICANT

1. Your Professional Position (check one)

Graduate Student ___ Professor ___ Teacher ___ Project Director
___ School/Central Office Administrator ___ Other _____
(Please Specify)

2. Are you employed by the VI Department of Education? ___ Yes No

If yes, indicate your job title and work site

3. Indicate whether you are proposing this study as:

___ A VI Department of Education project
___ In response to a request for proposal (RFP) or grant announcement
 An individual researcher
___ An external research organization

4. Are you proposing this study in connection with the degree requirements of a college or a university, for your self or any other person(s)?

___ No (Go to question "5".)
 Yes (If you, answer parts "a", "b", "c", and "d" of this question)

a) Which degree requirements?

___ Masters Doctoral ___ Other _____
(Please specify)

b) Who is your advisor or committee chairperson?

Name Dr. Marian Plume/Dr. W. Swift Telephone Number (703) 538-8492

Institution VIRGINIA POLYTECHNIC Department in Institution HR & Education

c) Indicate your current degree status:

___ Non-degree ___ Baccalaureate Master's ___ Doctoral

d) If you are applying as an individual, briefly describe your area of research specialization and your credentials.

Human Development and Education
Master degree in Public Administration and a Registered Dietitian.

5. How are the costs of this proposed study being financed?

- By applicant
 By government foundation, or other research grant
(identify source):

6. List the name(s), position(s) related to this study, institutional affiliations and of all persons who will (to the best of your knowledge) use the data generated by this study for higher education: degrees, grant applications, or publication purposes:

(Attach additional sheets if necessary)
JOYANNE P. MURPHY, 4th year student, VIRGINIA POLYTECHNIC

B. ATTACHMENTS

Check the required items attached to this application:

- one complete Research Proposal
 ~~N/A~~ Copies of Proposed Instruments (if applicable)
 signed Signature of Approval Sheet
 signed Statement of Confidentiality and Safety
 one complete Statement of Non-Disclosure of Release of Education Record Information (if applicable)

C. APPLICANT'S SIGNATURE

I understand that acceptance of this request for approval of a research proposal in no way obligates VI Department of Education schools or central offices to participate in this research. I also understand that approval does not constitute commitment of resources or endorsement of the study or its findings by the VI Department of Education.

I acknowledge that participation in research studies by students, parents, and school staff is voluntary. I will preserve the anonymity of all participants in the reporting of this study. I will not reveal the identify or include identifiable characteristics of schools or of the school system unless authorized by the VI Department of Education.

If approval is granted, I will abide by the VI Department of education policies and regulations and will conduct this research within the stipulations accompanying any document of approval.

At the completion of the study, I will provide the Office of Planning, Research and Evaluation with one (1) bound copy of the research results.

Applicant's Signature

2/19/02
Date

CONTACT PERSON:

Dr. Noreen Michael
~~Acting~~ **State Director**
Office of (Testing), Planning, Research and Evaluation
Department of Education
44-46 Kongens Gade
St. Thomas, VI 00802
(340) 774- 8505

RESEARCH PROPOSAL

NOTE: This form MUST be completed in its entirety. Failure to do so WILL DELAY the processing of your research application.

APPLICANT'S NAME JOYANNE P. MURPHY DATE OF SUBMISSION 2/20/08

1. AREA OF RESEARCH

- | | |
|--|--|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Multicultural Education |
| <input type="checkbox"/> School Climate | <input type="checkbox"/> Adolescent Pregnancy |
| <input type="checkbox"/> Instructional Personnel | <input type="checkbox"/> Student Achievement |
| <input type="checkbox"/> Drug Education | <input checked="" type="checkbox"/> Other <u>Human Development Education</u>
(Please specify) |

2. TITLE OF THE RESEARCH

POST-SECONDARY EDUCATION DECISIONS OF HIGH SCHOOL BLACK MALES IN ST. LOUISI
(CASE STUDIES)

3. PURPOSE OF THE RESEARCH

TO COMPLETE A DOCTORAL DEGREE
REQUIREMENT.

4. ANTICIPATED BENEFITS TO PUBLIC EDUCATION IN THE TERRITORY

TO PROVIDE KNOWLEDGE TO THE BODY OF RESEARCH ALREADY
DONE.

5. STUDY FRAMEWORK

A. Hypotheses and/or Research Question(s):

HOW DO THE SCHOOL, FAMILY, PEERS, AND COMMUNITY
PROCESSES FACTOR INTO A YOUNG BLACK MALE'S ULTIMATE
DECISION NOT TO PURSUE HIGHER EDUCATION.

B. Type of research site(s) required. (Please check all that apply.)

- 1. Elementary Schools
- 2. Junior High/Middle Schools
- 3. High Schools
- 4. District Education Offices
- 5. State/Territory Education Offices
- 6. Other (specify) _____

6. REQUIREMENTS FOR STUDENTS SUBJECTS

Will pupils be required as subjects for this study?

- Yes (If yes, answer parts "a", "b", "c" and "d" of this question.)
 No (If no, skip to question "6".)

a) Enter grade(s) and number of students requested.

Grade(s) 10 No. of Students 5

b) Check and describe any specific criteria for selection of students to take part in the study.

- Ability level (specify) students who intend to graduate
 Socioeconomic level (s) _____
 Ethnic, racial background BLACK
 Physical characteristics _____
 Clinically identified conditions _____
 History of personal problems _____
 Other (specify) males

c) Procedures which will be used to gather data from students:

- | | |
|---|--|
| <input type="checkbox"/> Group testing | <input type="checkbox"/> Questionnaires |
| <input type="checkbox"/> Individual testing | <input checked="" type="checkbox"/> Observations |
| <input checked="" type="checkbox"/> Interviews-face to face | <input type="checkbox"/> Inventories |
| <input checked="" type="checkbox"/> Interviews-telephone | <input type="checkbox"/> Other _____ |
- (specify)

d) Are file data on students required?

- Yes No

If yes, specify tests, scores, type(s) of other information and the period for which data are needed:

7. REQUIREMENTS FOR SUBJECTS OTHER THAN STUDENTS

Will V.I. Department of Education personnel, parents, or former students be subjects in the study?

- Yes (If yes, answer parts "a", "b", and "c" of this question)
 No (If no, skip to question "7")

a) Indicate category by number requested

Teachers
 # School-Based Administrators
 # Central Office Administrators

Counselors
 # Parents 3
 # Other _____
(Specify)

b) Are file data on staff requested?

Yes

No

If yes, specify and discuss how data will be used.

c) Are file data on parents requested?

Yes

No

If yes, specify and discuss how data will be used.

8. REQUIREMENTS FOR ARCHIVAL DATA

Will archival data on students or staff be in the study?

Yes

No

If yes, check sources requested:

Reports
 Handbook

Research Studies
 Policies

Charts/Graphs/Tables
 Other _____

(Specify)

9. INSTRUMENTS, EQUIPMENT AND INSTRUCTIONAL MATERIALS

What tests, observation guides, questionnaires, attitude scales, interest inventories, and other typed or printed instruments will be used? Specify below and enclose copies.

- Group Test (specify) _____
- Individual Test _____
- Questionnaire _____
- Interview Protocol _____
- Observation Guide _____
- Attitude/Interest Inventory _____
- Other (specify) _____

What instructional materials will be used for research purposes?
(Specify or indicate "None".) None

10. DESCRIBE THE DATA ANALYSIS AND INTERPRETATION FEATURES OF THE RESEARCH
(include description of statistical tests, quantitative/qualitative factors, correlation factors - where applicable)

THE STUDY PROPOSES A QUALITATIVE APPROACH TO
DATA COLLECTION UTILIZING CASE STUDIES ON, AND
INDIVIDUAL INTERVIEWS WITH, 2 TO 3 HIGH SCHOOL
SENIORS AND THEIR FAMILIES. THESE CASE STUDIES
WILL BE USED AS THE BASIS FOR DATA ANALYSIS.

STATEMENT OF
CONFIDENTIALITY AND SAFETY

I _____ hereby verify that confidentiality
Will be maintained in the conduct of this research activity. Every effort will be given to conceal
The identity of the student, teachers, schools and other education related subjects of this study;
and the research will do no mental, physical or emotional harm to the participants involved in the
study.

RESEARCHER

2/19/02
DATE

RESEARCHER ADVISOR

04/04/02
DATE

Statement of Non-Disclosure of Release of Education Record Information

I understand that upon receipt of the information provided by the Virgin Islands Department of Education regarding BATCHMALE NON-PARTICIPATION the re-release of which is prohibited by the Family Educational Rights and Privacy Act of 1974. I acknowledge that I fully understand that the release by me of this information to any unauthorized person could subject me to criminal and civil penalties (where applicable) imposed by law.

Name: JOYANNE P. MURPHY

Signature: _____

Organization: Virginia Polytechnic Institute

Date: 2/19/02

Research Advisor: _____ Date: 4/4/02

The items listed below are designated as Education Record Information by the Family Educational Rights and Privacy Act:

- Date and place of birth, parent(s) and/or guardian addresses,, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken awards conferred, and degrees earned;
- Personal information such as a student's identification that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered education records. Additionally, law enforcement records created and maintained by a school or district's law enforcement unit are not education records.

Part of the education record, known as directory information, includes personal information about a student that can be made public according to a school system's FERPA policy. Directory information may include a student's name, address, and telephone number and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extra-curricular activities or recipients of awards, pictures of student s, and height and weight of athletes.

April 5, 2002
43 Tindal Spring Court
Montgomery Village
MD, 20886

Diana Matthews
Administrative Assistant, TPRE
Department of Education
Office of Planning, Research, and Evaluation
44-46 Kongens Gade, Charlotte Amalie
St. Thomas, V.I. 00802

Dear Ms. Matthews:

In response to your request for an explanation on how the subjects will be selected, the following is provided. The two guidance counselors at the Charlotte Amalie High School have been contacted at the advice of the high school principal. They have been asked to recommend Black high school seniors who meet either one of more of the following criteria:

- Black male (not Latino).
- Those who indicated that they are definitely not pursuing a college education.
- Those who have not taken the SATs but have a grade point average of 2.8 or better.
- Those who have taken the SATs with an average to high score.
- Fathers are not included.

I hope that the above has answered your concerns. In addition, I have attached the interview protocol. An expeditious reply is appreciated.

Sincerely,

Joyanne P. Murphy, R.D.

Appendix C

Informed Consent for Participation In Research Projects Involving Human Subjects

Title of the Project: Post-Secondary Education Decisions of High School Black Males in St. Thomas, U.S. Virgin Islands (A Case Study)

Investigator(s): Joyanne P. Murphy

I. Purpose of the Research Project

The central purpose of this exploratory study is to examine the perspectives of Black male students toward post-secondary education and to give voice to this segment of the population so that a better understanding of how to improve the demographics of post-secondary education in the U.S. Virgin Islands will emerge. Despite the historical research that was undertaken by some, no one has explored the cultural context surrounding this segment of the population. The researcher's interest is to explore this area within the context of the St. Thomas, USVI.

II. Procedures

The study will be confined to a limited number of comprehensive case studies on students and family members in St. Thomas. The data-gathering instrument (interviews) is not specific to conditions in St. Thomas.

Subjects will be identified by a high school guidance counselor and consent sought by participant directly. They will be selected based on specific criteria established by the researcher as outlined below. Guidance counselors will be asked to identify:

- High school seniors
- 18 years or older
- Have indicated that they are not interested in pursuing a higher education and characterized by one of the following:
- Black males of African heritage (not Latino) to include one subject of Eastern Caribbean heritage;
- Those who had not taken the SATs but have a grade point average of 2.8 or better;
- Those who had taken the SATs with a medium to high score (high enough score to justify applying to a college;
- Those who were not involved in fatherhood.

The interviews will be recorded via audiotape, transcribed by a professional transcriber, and analyzed by the researcher. The interviews will occur at my school during free periods. Interviews will occur for 30 minutes over a five day period. A copy of the transcribed interview will be sent to me to review for accuracy and protection of confidentiality. I will be expected to review, sign, and return a copy of the informed consent form to the researcher within fourteen days.

III. Risks

The study presents no more than minimal risks to me.

IV. Benefits

There are no tangible benefits expected from participation in this research. Although there is a body of research on education and youth engagement, there is no research that provides insight from the perspectives of young Black male in a U.S. territory. It is assumed that this study will provide useful information to improve the demographics of post-secondary education in the U.S. Virgin Islands.

V. Extent of Anonymity and Confidentiality

1. No individual names will be revealed to anyone other than the researcher and no names will be used in any reports or public presentation.
2. I understand that a coded pseudonym will be assigned to the interviews so that no one will be able to connect anything you say except the researcher.
3. At the conclusion of all interviews and after the interviews are transcribed, the master list of real names and pseudonyms will be destroyed.
4. Audiotapes will also be erased as soon as transcriptions are completed.
5. I will receive at my request copies of all materials (interviews, transcriptions, etc.) related to me for my review for accuracy and confidentiality.
6. Upon completion of the study, the researcher will keep a copy of the original transcription for seven years.

VI. Compensation

There will be no compensation earned as a result of this study.

VII Freedom to Withdraw

I am free to withdraw from the study at any time without penalty. I am also free not to answer any questions I choose without penalty.

VIII. Subjects Responsibilities

I voluntarily agree to participate in this study. I agree to abide by the rules of this project.

IX. Subject’s Permission

I have read and understand the informed Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

Signature	Date
-----------	------

I agree to be audio taped according to the conditions stated above.

Signature	Date
-----------	------

Should I have any pertinent questions about this research or its conduct, and research subjects rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

_____ Investigator	_____ Phone/e-mail
_____ Faculty Advisor	_____ Phone/e-mail
_____ Departmental Reviewer/Departmental Head	_____ Phone/e-mail

David Moore
Chair, Virginia Tech Institutional Review
Board for the protection of Human Subjects
Office of Research Compliance
1880 Pratt Dive, Suite 2006 (0497)
Blacksburg, VA 24061

[540-231-4991](tel:540-231-4991)/moored@vt.edu
Phone/e-mail

Appendix D
Selected Interview Topics

POST-SECONDARY HIGH SCHOOL DECISIONS

SELECTED INTERVIEW TOPICS

The following outlines a list of topics to be covered in a conventional based open-ended discussion with high school seniors. Topics to include:

- Discuss the educational intentions and aspirations.
- Discuss the nature of their future, i.e., where do they expect to be five years from now?
- Discuss their beliefs and expectations for self.
- What does time mean to them?
- Discuss feelings and thoughts about family, friends and schools.
How do they see their relationship to family and peers in the future?
- Where do they think their peers would be five years from now?
Discuss the values of their community.
- What do they think life on a college campus would be like?
- Discuss how they may see themselves as part of this life.

Appendix E

Full Text of Interviews and Coding Matrices

Joyanne P. Murphy
Doctoral candidate
Virginia Polytechnical and State University
Falls Church, VA

Interview with Subject Student 4 (SS4)

At 11:30 am, I am interviewing SS4

I: Well, SS4, we have spoken, you've signed the informed consent. I have a few questions for you.

What is it about school that you like?

SS4: What I like about school is that I can talk to friends and teachers who have different views on different topics that pertain to my life and to what I am interested in.

I: You indicated that what you like about school was that you can talk to friends and teachers who had different views on different topics that pertain to your life and to what you are interested in. I wish to explore this area a little more. What do you mean?

SS4: Teachers have the pros and cons of a certain subject. Like if I like something, I would only look at the pros, but my associates have been constant show that it might not be a good idea or it might be.

I: Can you give me an example. Let say, something you might like, in discussing with friends, you might get a different view, would you discuss with your teachers.

SS4: It depends on who the teacher is or the topic. Let say I like the Army, I want to look in the army, not enter yet. Now is not the time to enter the army because they tell you untruths to get what they want. Some tell me others experiences in the army, might be good or bad, some of them are bad, really bad. And I get it from friends and teachers, so I am going to keep away from the army right now until I experience life and then I can go back and check the army in depth.

I: Are you more prone to making a decision based on what your friends are saying, what their experiences have been or are you willing to open up and experience it for yourself?

SS4: It depends on if they have experience, but if they have just the knowledge, I will try to experience it for myself. But if they have experience, I might think harder to go into it or not.

- I: Are you getting some of the same views and differences of opinion from some of your brothers and their friends about college?
- SS4: Some people say that college is not for everyone and some say, if you never go to college, you will be nothing in life. But I hear that there are people on the street with diplomas, and some who never graduate from high school earning millions of dollars.
- I: That is rare - that you will find a high school drop-out who is a millionaire, let's say.
- SS4: True, true. But in some cases it happens. I heard that even if you have the degree, it is the experience, most people are looking for - so it seems.
- I: What about school don't you like?
- SS4: What I don't like about school is that there is too much violence going around. Students ... I don't feel safe in school unless I see a teacher is capable of handling his or her classes. I don't like that some teachers really don't care that much anymore ... they might have started out with that good feeling about teaching and through the years it diminishes and I feel that learning our educational level is well below how it is supposed to be.
- I: You indicate that it was too much violence around and teachers were not capable of handling their classes - What I wish to ask in follow-up to this is - put yourself in the role of a teacher. How would you fix some of these issues that you explained, i.e., teachers not caring anymore?
- SS4: Well, it is sometimes the attitude of the child, some children come to school with the attitude that I don't want to be here, I am only here because my parents sent me to school. So I would try to make activities more fun more exciting, so they don't even realize that they are not learning anything. So when it comes to other topics they can relate to what I did in class and still. . . I will be teaching in a fun manner - taking them more on field trips if they behave. Because some children you can't take anywhere. They will disrespect you and make you feel small in public, and teachers do not want no part of that.
- I: Any other ways you would fix the system or improve things if you had the power to do so?
- SS4: Most classes are now overpopulated - like 18-23 in classroom. I will reduce the number - small individual teaching if they would like it

- I: You would have smaller classrooms - is that what you are saying?
- SS4: Yes. I would try to pick a subject or try to do more hands on like experiments to show them this is what the text book say and this is what will happen. I will show them the cause and affect of an experiment-do more experiments with them so they don't have to be writing notes and reading all the time. Have TV and Internet in the classroom.
- I: You say that teachers aren't interested anymore. When did you notice that? Is this something recent?
- SS4: I noticed it with one or two teachers along the line when I was coming up through the years ... like they would just give us a paper and tell what to write down and how to approach it ... but not really how to approach it, but tell us what to write down and you have such and such a time and there are some teachers that really care. Teachers that give you step by step and if anything they take some of their time after school or lunchtime to explain the problem more.
- I: But you don't see that happening much anymore?
- SS4: Not that much anymore.
- I: You had indicated that the educational level was well below what it is supposed to be. What do you mean?
- SS4: Once in class, we had a discussion about school and the stateside person cited courses as excellent and that most of us are not at a high school level. It is like we are at a middle school level or elementary in some cases. It is not like she was trying to bring us down, but some students see that their level in reading, math, or English is not up to par with other students. It is not like it is lower or anything, but they don't catch the work. All like the block scheduling???, the children have missed a whole year worth of information and have to make it up in half a year. If you miss a day, you barely get time to make it up if any.
- I: How do you see that this could be better or can be enhanced? This is one of your teachers expressing her views, what is this teacher doing to change things?
- SS4: Our teachers told us that the private schools, Antilles and St. Paul, are teaching the SATS, so when the private school students are taking the SATS, they get nothing below 1000 in scores. So I believe that would be a good move.
- I: What do you mean by teaching the SATS? Do you mean having practice sessions with the students?

SS4: Yes, practice sessions. They order a book and teach on the SATS. Because she (one of his teachers) has a niece in private school and she saw the book her niece was using.

I: None of this is taking place in public schools?

SS4: No. If anything, we need to upgrade our books too. We can't teach by books that are older than us. Things might change a little bit.

I: What topics were you talking about when you said certain topics?

SS4: Topics on the lesson, what we don't know and what we have been studying in class. Could be based on Couple people had electrician jobs before having the electrician class. They believe that things run differently than what the teacher is teaching us.

I: Can you give me an example?

SS4: Like tools - he showed us a couple of tools and some student say that they go by other names. The teacher corrected them and they go back and forth until the teacher finds an example to show them.

I: Who is your favorite teacher?

SS4: Right now I would say my favorite ... I don't have a favorite teacher, but if I had to choose one, I would choose Mr. Thomas, my electricity teacher because he teaches the theory and then we get to do some hands on work in the classroom. He is not afraid to tell us what he thinks and tactfully. He states all the strong points and our low points. He tells us his opinion ... sometimes we don't have a chance to speak ours, but most of the time he is mostly right.

I: So you can debate back and forth with him?

SS4: On a certain topic. Not on all topics.

I: Is that something that you enjoy?

SS4: Sometimes. Because sometimes I believe if he heard our side of the story, he might change his opinion or allow us to a certain point, but that could be a pro or con with Mr. Thomas.

I: You like him because you would debate back and forth?

SS4: Yes.

- I: What do you learn from that? What can you learn from that when you have a teacher like that ... Mr. Thomas?
- SS4: It teaches you to be more open minded on topics which you thought that you had the right answer to, but in most questions or opportunities or events in life, there is no right or wrong answer, but there is pros and cons for everything.
- I: What is your favorite subject?
- SS4: My favorite subject is English because I know if you can communicate well and listen well to other people, you have to express your ideas in a meaningful way, you can go up a level when you are talking to people and people will react to you in a different manner ... a good manner mostly.
- I: Sort of break that down for me. You say you can go up a little bit and people would react to you. What do you mean by that?
- SS4: Take for example if I'm usually talking to my heads ... younger people than me. I use words like improper language like 'yeah man' and other words like that. But when I have a chance to use different words when I'm talking to different people, I use bigger, more ... bigger words which everybody can understand, but not too big to confuse anybody.
- I: So you watch your grammar, so to speak?
- SS4: Yes.
- I: What subjects don't you like?
- SS4: Sometimes I don't like math classes because I might not grasp it as well as I would like to. There might be one little part I don't understand, but everything else I do understand, but that little part will restrict me from learning ... from getting the full answer of the problem, so everything is wrong because of that little step I missed.
- I: Do you get help or ask for help in that area?
- SS4: Most of the time I feel like I get everything, but that one thing that is keeping me back, so I don't really answer her ... I see if I could handle the problem or overcome the problem by myself and most of the time I get. . . overcome the obstacle, but sometimes I don't overcome it.
- I: Are you usually that way in every thing - not asking for help?

- SS4: Usually, I believe that I can overcome obstacles. The problem is not having enough time to approach the problem. I am usually like that in almost everything.
- I: Can you give me another example in another area where you might work the problem out yourself.
- SS4: In English, a couple of vocabulary words and the words I don't know, I would use a process of elimination or just look at the words and say this could mean this. Recently, we had a test and some of the words I knew. The ones I had not known I filled out first and then I had to guess the others. Like one was hopeful was one of the words I thought was the best choice at the time.
- I: What subjects do your friends like? Do you know?
- SS4: My friends like classes like Mr. Thomas. . .most of the vocational classes like plumbing, arts & crafts, masonry, because it's hands on.
- I: Do you take some of these same classes as your friends?
- SS4: Yes. I take electricity with two of my other associates.
- I: Are there any classes that you take that your friends don't take?
- SS4: No.
- I: Then, there are many classes that you take with your friends?
- SS4: Yes, because all of my classes are required classes right now.
- I: So they are required? What interests you about the hands on? You talk about you take hands on vocational classes, what interests you about that?
- SS4: In the hands on classes, we get our chances to make our mistakes. Right now in the classes, so we don't make the same mistakes so when we go out in the real world. That's an advantage to me.
- I: So you see the hands on as more in relation to what is out there in the real world?
- SS4: Because other classes just talk about what is going to go on. You may so ... oh this is so easy right now, so when you go, you really have a grasp of everything. If you are working in a hands on environment, you might remember more than when you are in a class that is speaking that might not be necessarily true for everybody, but with me, I learn, found out that if I do a

hands on or I see something being done, I will more likely remember it than to just talk about it.

I: So you learn by doing?

SS4: Yes.

I: Think of one of the smart students in the school that you know of. Would you consider this person to be a popular person?

SS4: Yes, because he puts himself out in every way possible to make himself known. Since his education has already given him a push/start in that, he has received many awards. He is a likeable person because the way he converses with other people, he never puts anyone down. He is really a person tht you can look up to sometimes. Some people wouldn't tell him that because of his age. He is only 17-18 years of age.

I: The kids do not put him down because he is smart?

SS4: No, not most of the time. He has the ability of being smart.

I: So the people tend to look up to him?

SS4: Yes.

I: Does he get along well with the teachers?

SS4: Yes, he does.

I: Why do you think that is?

SS4: Because sometimes when people don't understand it ... some people that don't understand it, asks a question and he will more or less ... he will say more or less the right question and get a desired answer. But anything the teachers ask him he's willing, so that's why I believe he is a good person. The teachers like him much.

I: When you were younger ... let's say when you were in middle school, what did you like about school then?

SS4: In middle school we had classes for the whole year. What I liked about that is because we had classes for the whole year. We weren't trying to put everything into one half of a year and then change to something totally new the other half of the year. That's what I liked about it. What I also disliked about it because it was a lot of classes and mostly teachers wasn't thinking about other classes.

They were just thinking about their work and most people have after school jobs and after school activities they have to put in time for some people.

I: Did you find some of the same issues with the teachers that you had with high school? What was the level of interest?

SS4: No, because one of my classes in middle school was an industrial arts class and we had mostly hands on and my teachers in middle school had smaller class, so she knew most of our weaknesses and she tried to work with us in different ways. So one person might think that she's being kind or play favorite with one child, but most of the people know that person had a weakness in this area, so she had to take more time than other students.

I: Earlier, I asked you if you found a lack of interest on the part of teachers in middle school as you've seen recently with the teachers in high school? Can you address that further?

SS4: I believe some teachers lost their enthusiasm to teach because the students are not doing the same or the students are not showing up or the students are being rude to the teacher ... disrespectful to the teacher so I believe the teachers are not as enthusiastic to teach like when they first started.

I: So you are talking about this happening in high school or middle school?

SS4: In both of them.

I: In both schools?

SS4: Yes. When I was in middle school, I had a class and we could look straight from our class into our next class and I saw this student being thrown out of class and crying and later when I went up from there, the police had to come to our school because he slapped the teacher. So that's why I believe the teachers ... that's one of the incidents that I saw when I was growing up ... to believe that teachers don't have the enthusiasm like they use to . . . or the best control of the class.

I: Yesterday you indicated that none of your friends are going to college. None of them had applied. Is that so?

SS4: Yes, most of my friends have applied.

I: So most of them you say have applied?

SS4: Yes.

- I: Did they get in? Do you know? Have they been accepted?
- SS4: I haven't known if they are or been accepted yet. I know one person for sure has been accepted.
- I: What about you? Have you applied?
- SS4: I filled out a lot of forms, but I haven't sent them in yet.
- I: What is holding you back in making a decision to move forward? Have you given more thought to looking at the UVI?
- SS4: I want to go to college, [definitely] - I think the University of the Virgin Islands.
- I: What have you done recently to make it happen?
- SS4: I filled out the application, and I am just waiting for the letter of acceptance.
- I: What could you learn at college that you think might be useful to you later?
- SS4: Really I don't know what I would learn from college, but with the degrees, I will have a good life. . . people will look at me differently than if I approached them without a degree. So I believe that just going to college just for the degree and if anything for the experience, too.
- I: Do you think it could. . . we were talking about doing electrical work ... that's what you would like to do. Have you given any thought to being an electrical engineer?
- SS4: Yes I have given thought to it but right now, I would like to pursue that, but also I would like to be computer engineer because that is where everything is headed right now and I want to be up-to-date with everything that is going on.
- I: What do you think you will be doing in 5 years? Had that ever crossed your mind?
- SS4: I haven't been looking that far into the future yet. Right now, my main focuses are just finishing high school and apply for college. So if I get into college, I'll take it from there.
- I: Do you ever sit and dream about things in the future?
- SS4: Yeah ... how my lifestyle will be.

- I: Well, let's think about that. What do you think you will be doing?
- SS4: I would like to be a successful computer engineer. Own at least one house, have some children, have a couple of cars in the garage, have a couple of boats on the dock, live in a villa, have a couple of dogs, cats, fish.
- I: Is that realistic?
- SS4: Not for me right now, but anything is possible once you put your mind to it.
- I: Have you always had these big dreams when you were younger?
- SS4: Yes. Because all my siblings from my father ... my mother are making it or have made it. My brother is a successful computer engineer in the states. He knows everything about computers. He can disable it, put it back together, can troubleshoot ... he can do everything with a computer.
- I: So, the next question I'm going to ask you, I guess you probably gave some thought to. When you were younger, what did you think you would be when you grew up?
- SS4: Like a regular child, I wanted to be a big success. I wanted to be an astronaut, police, mainly I wanted to be a basketball star, but right now I just put that on hold because I like the sport, but the basketball sport is a pastime. I don't really head that way. So I just pay for my own tickets.
- I: So right now your dreams are?
- SS4: My dreams are becoming a computer engineer.
- I: And you already explained why you like that?
- SS4: Yes.
- I: Tell me again. Why is that?
- SS4: I like that because my oldest brother has reached for that goal and he is very successful right now. I have a brother who is 21, he is in the army trying to pick up that field and right now he's getting successful. Last couple of days ago, he bought a car and was giving me a couple of hints about life, as I said into the real world.
- I: When did you begin to think that you were going to be heading towards computers or electrical work? When did you begin to think about that?

- SS4: I've been thinking about it for about a year now. Because my father keeps telling me that everything is heading toward computers right now. All the money and everything is in computers. Even when I went for an interview for the army, they tell me that if I pick up that field because right now they need more people behind the desk with computer now than in the battlefield. They were telling me alternate things about that. I believe that is the way to go right now.
- I: Okay. Have you given any more thought to applying to the University of Virgin Islands? Is that one of your selections?
- SS4: Yes, I have because I love my home island. No matter what I don't believe I leave for any length of time and to leave it and go to the States, I believe would be too big of a transition for me because the weather, the driving and being so far from home and people I know would be a big transition for me, so I do not think I will make this journey.
- I: Have you looked into what they could offer you in the lines of computer science?
- SS4: No, not really. But we have a couple of representatives came here and told us how UVI would be a good choice. They are credited so I believe they would have all the main courses that I would need.
- I: How hard do you think it would be to work at college for you?
- SS4: Really I could do the work, but I have one main problem and that is procrastination. I would say when I'm not quite finished with; I said this is too easy and just cool out on it and then get back on it for the next couple of hours and I never returned to it. That's my biggest problem, but I don't believe there will be that much of a transition for me.
- I: You had indicated that earlier that most of your friends took the vocational classes? Then yesterday you indicated that they all applied for college. So the fact that they were in vocational classes and not on a college track did it deter them from looking into college?
- SS4: No, because they don't know what they want to do. I think taking the vocational classes might have widened their horizons of options.
- I: Let's explore some more here. One of the things that I noticed is that you talked about ... on your part, there is some interest in college and there has been some interest in the military. But you haven't formulated any definite plans yet? Have you enquired or has anyone ... you've spoken to anyone or any of the teachers at school like Mr. Thomas to discuss about job training

programs either through the government or businesses or something like that. Have you looked at that?

SS4: Right now Mr. Thomas is trying to get us into the on the job training in school with WPA. He has connections to our other building which is being built and he said that he would like to put four of us on that job and some of us are going.

I: What is WPA?

SS4: WPA is Water & Power Association ... WPA's plant.

I: Okay. After graduation, because you are looking forward to that in another 3 months or so. After you get that diploma, what are your plans immediately? Do you have any plans?

SS4: Immediately I would try go college hunting. If any college did not accept me, I would try to go college hunting to see if I could get into college as soon as possible.

I: I don't know if you know this or not. But the Virgin Islands has the highest dropout ... high school dropout rate in all of the 55 United States entities and that includes the territories, which includes the Virgin Islands as one, the Commonwealth of Puerto Rico and Washington, DC. Why did you, let's say, decide to stay and stick with it, because I'm sure you've known people who have dropped out of school?

SS4: Yes. My family has been a big influence in my life because only a few of us in my family have gone to college and graduated to pursue something after college. Money is a factor, too, because I have big dreams as you heard and I can't be working at any McDonald's or Subway with the dreams I have. I would like to have a lot more things than I have now when I'm older and more mature. So I believe my knowledge and my certificate will give me that. So that's one of the reasons I would like to stay in school.

I: You indicated earlier and you alluded to it again, this is the time to pursue this then ... you indicated that your family ... your parents influence a lot of what you do. To what extent do they influence? Can you explain a little bit and how are they supportive?

SS4: My family has always been a family from which you could always see unity in everything we do. We try to do everything together from eating together to going out and having fun together. My family will support me when I'm right, but they will punish me when I'm wrong, so they are supporting me in many ways. They showed me the rights and wrongs and when they see that I'm not

listening, they will show tough love and let me get to the opinion myself and then explain what just happened.

I: Does this extend to extended family?

SS4: No.

I: Like aunts and uncles?

SS4: Living with us?

I: No, just living in the area.

SS4: Everybody in my family has shown me love and praise. When my family and friends because I know a couple of people who are not related to me and if they see me on the street or see me at my place of employment, they will tell me ... doing a good job ... keep it up ... keep up with your plans ... don't go there ... come with me ... I'll tell your mother. So by the time I reach home, my mother or father do know what I did.

I: So it's sort of a community raising of a family within a community setting?

SS4: Sure.

I: You said your friends also support you?

SS4: Yes.

I: Could you talk about that a little bit?

SS4: Right now my friends support me ... there was a college fair that me and one of my associates went around filling out application forms because both of us were very nervous about it ... to see if we were going to get in ... they let us fill it out and so me and he went around and filled out a couple of applications. Right now I'm in a little group with a few other associates of mine and we do a little singing and If we are out of tune or anything, one will not say ... oh you sound bad ... this and that ... but once in a while they tell you that just to make you pull up your socks because you can do better. They will tell you ... you sound good here, but this one needs work and they will go over it with us.

I: Supportive friends as well?

SS4: Yes.

I: You say there is a college fair here? Is this the first one they've had this year?

SS4: Yes.

I: How many universities and colleges are represented in this fair?

SS4: There were about 10-15 colleges and 2 military groups with Army, Air Force and I believe Navy was there, too.

I: I've noticed a big presence of the military here when I come, but I never see any college recruiters on campus.

SS4: Once in a while they come. Right now I believe some of the students would like to see more of the college recruiters than the Navy people.

I: Did you all indicate this need to your teachers?

SS4: Not really. When people hear Army and Navy now, they are thinking about going to war. That's the biggest problem right now. They don't want to go into war, but still I know most of them don't have the financial backing to go to college without any money.

I: I know you were looking at the military. Are you still thinking about doing that?

SS4: Not right now. That is the last resort.

I: Do you know what resources are available to you? Are you aware of financial aid and some of these resources? Loans?

SS4: I might be aware of some of them, but I know the majority of them I'm still not knowledgeable of.

I: Do you speak to teachers or guidance counselor about this?

SS4: Not really.

I: You should probably.

SS4: Most of them tell us you must go to college, you must study, but there were a couple of meetings in the auditorium when they said that almost everything has to be paid back from loans ... there was some scholarships you had to pay back. No grants. You have to pay back.

I: Not necessarily, but you'll have to check that out.

- SS4: There were some grants that you have to pay back. So there are still a lot of things that have mystery to them that I don't even know.
- I: How often do you use the career center? You could seek that information out on the internet.
- SS4: I don't use it that much because I mostly have classes. I have to do something with my associates down in the other building, so most of the time when I try to come into the career center, there are only one or two computers that could run internet, so most of the time they are already taken up and the library too. There is someone in school that has the internet, but I can't get on to them.
- I: You don't have a computer at home?
- SS4: I have a laptop right now. I'm waiting for the internet because I buy the computer out of my own money because people said it would be more helpful for college use, so right now I've borrowed \$500 from my mother and I'm in the process of paying it back, so when I'm done paying back my mother, I will go and apply for the internet.
- I: Okay. The other area I wanted to talk about in terms of support is your teachers. You may have alluded to some of that earlier. About teachers that are supportive and it seems like Mr. Thomas seems to be one of the supportive teachers. Are there other teachers you could think of that are supportive of ... let's say of your ... what it is you want to do ... your career goals?
- SS4: I know a couple of other teachers that are supportive of me like Mr. Thomas, Ms. Williams, and a couple of other teachers. There are many in high school, but it's just to show them the enthusiasm you have to learn and they will help you the rest of the way.
- I: Earlier you had indicated that some of your brothers or siblings ... you had said they were making it. Some have made it and some were making it. You thought that the road that they were on or the path they were on was one of success. How would you define success?
- SS4: Success comes with hard work, dedication and a good idea of motivation.
- I: That's okay. You think of someone who is successful. Picture someone who is successful. What are you looking at?
- SS4: I'm looking at his lifestyle. The way he carries himself. His communication skills. And his family unit.

I: Okay. That's it. I'm going to thank you. It is Friday morning at 11:45 and I'll be in touch with you again if I need to follow up further. Is that ok?

This interview has now ended.

Interview with Subject Student 4 (SS4)
February/March, 2004
University of the Virgin Islands/Telephone Follow-up

I = Interviewer
SS4 = Subject Student 4

This is a continuation of our past discussions. The informed consent you signed last time is still valid and all information you provide will be treated in a confidential manner. Like before, I will mail you a copy for inspection and you should return to me as soon as possible.

I: Can you discuss with me what you have been up to since graduation from high school?

SS4: Right now I'm trying to get a degree of some sort in my field, which is computer engineering and then I would like to move up to the States to see if I could start my own business and further my education in that field.

I: Anything else?

SS4: Not really. Right now my main focus is on education.

I: Can you tell me what influenced you toward this decision? ... what factors were involved and how did you come to this decision to go back to school?

SS4: Basically my parents and my brother ... one of my brothers have been pushing me to go on to college. Also, how I see the world moving today. I see that it is moving toward the technical age when you have to know about computers to make it in the work place. My father also tells me that a computer career is the way to go and if you could get a job working with computers, and have a good background in it you can make it easily. Also, my brother is a computer programmer ... well, he was a computer programmer, I believe he still does it now.

I: So your brothers had some influence on your decision? Have you spoken to them since you graduated from high school and what are their thoughts about what you are pursuing?

SS4: No. I haven't really spoken to them because they are kind of hard to get in contact with. They are usually moving around.

I: Moving around in what sense? What are they doing?

SS4: Moving around from state to state.

- I: Is that part of the job?
- SS4: I believe so. That's the way my mother described his job. He always has to be on the move in different cities and different states.
- I: You have not heard from your brothers in a long time. You keep in touch with them through your mother. When last have you spoken to them?
- SS4: I have spoken to them on and off. This month I will speak with them and then I may not speak to them for three months. I am a busy person and usually when they call or when my mother calls I am not home or I am out doing other things.
- I: What are their thoughts about your attending UVI, working and getting your degree at UVI?
- SS4: They are behind me one hundred percent. They told me that the military (the Armed Forces) is not for me right now.
- I: And why is that?
- SS4: They told me that the armed forces will tell you one thing to get you to join and once you join it is a totally different thing. And because of the situation with the US and Iraq and the war, they have encouraged me to finish school, then to go into the Armed Forces.
- I: How about your family support in the V.I.? How are your parents supporting your ... decision?
- SS4: Right now my parents are telling me to strive to see if I could graduate early. They are pushing me in the right direction. They are telling me ... they are guiding me and telling me to share (embrace) computer education because you don't know how much it is worth right now. It is true, I do not know its worth right now, but since they are telling me to do it, I'm trying to strive for it because I know a lot of people have not finished college and I would like to have done so. I would like to finish college.
- I: You indicated that your mother was pushing you into college. Explain what you meant by pushing. What exactly was she doing?
- SS4: What she was doing is giving me a scenario about how a person who went to college is better off and does better in the world than a person who does not go to college and further his education.

- I: Were there other influences that help you to make up your mind about seeking immediate post-secondary schooling other than your mother's scenarios about people doing better who go to college?
- SS4: My brothers, my father, my teachers, counselor and principals and my ex-boss.
- I: What exactly have they being doing?
- SS4: They told me over and over again basically not to give up in school. School is the key. Education is the way, if you have education, you can do anything. Phases and things like that - they were telling me not to give up; it might be hard now, but sooner or later it will pay off in the long run.
- I: These individuals influenced you and push you toward UVI?
- SS4: That is correct.
- I: You indicated that your parents wanted you to strive to graduate early. What is that all about? Why are your parents trying to get you to graduate early?
- SS4: I don't really know. The only thing I can say is that if I had a choice of two- or four-year here, I will go into a two-year at UVI and because I would like to get an associate's here and then go to the U. S. and further my education in a different environment and a school that might be a little better to get my bachelor's.
- I: You are telling me that you are working towards a two-year degree in computers?
- SS4: That is correct.
- I: Are you aware that in the States the bottom fell out with many dot.coms a couple years ago. Many are not majoring in Information Technology as they once were doing?
- SS4: I never knew that.
- I: Interesting. One of the issues I also wanted to check with you on is your SAT scores. You indicated that because your SAT scores were low, you might get some remedial help when you came to the UVI. Is that happening?
- SS4: When you say remedial, what do you mean? (Seemed ANNOYED).
- I: Well, to help you bring your SAT verbal and math stuff up to ... par, in line with university acceptance.

- SS4: Those are math classes I took, Math 24. I believe that the math 24 class I took was for people who scored low on the SAT, so that's about the only help that I've had.
- I: So you didn't need to do any remedial work at UVI?
- SS4: No.
- I: You had indicated that the math class you took was not remedial. Did you take it in the summer?
- SS4: No, I took it at UVI in the fall.
- I: Was it one of the first four courses you took then or a class you had to take before you could go further with math?
- SS4: That was one of the four classes I took. [I needed it before I could take any other math class].
- I: How have you found the curriculum here at UVI? Is it somewhat similar or different to what you were accustomed to in high school?
- SS4: It's similar in some ways, but very different. It's similar because some of the things that the professors teach ... it's been like a review. I have heard it and I have done it before, but the time changes and the days that we go to class, is a big change, but I see it as an advantage. Right now, the first year I did all right because it was my first year and I was feeling out of place. I passed most of my classes. Like one or two I didn't pass and that was my fault because I was not catching up on my work. I was procrastinating, and this year I can see I've gotten into much harder classes and I believe that I will have to take just measures to see that the grades will be better. But by next year, I should try and cut out distractions and I might even have to leave my job.
- I: Your grades would be better if you could cut out distractions next year. What sort of distractions are you talking about?
- SS4: The distractions I am talking about are my job and my friends. I would have to cut back on the time I spend with them. I would have to cut back on my basketball activities. I was into my basketball, hanging out on my job more than my school work and it should be the other way around. I should be into my school work more than hanging out on the job, friends and with my basketball.

I: You had not passed one or two classes last semester. Is that one class or two classes?

SS4: Yes. I failed two classes last semester.

I: In order to move on I assume you had to retake the two classes. Have you taken them over yet?

SS4: Yes, I took them over, but I did not have to take them over now.

I: Have you passed those classes?

SS4: Yes, I have passed the classes.

I: How is college different?

SS4: Right now I have a computer base class. We meet once a week, we do our homework and we get our lessons from the internet and when we come into the class once a week, we get like a tutoring to show us that everything is okay... this is how it is done. The professor tells us where most of the students went wrong (were wrong). He tells us how to change the work, by doing this or that. So I thought that the way the class was, you would come in to learn and then you would go on the internet and do the work. Not so, it is the opposite way and right now I'm still trying to figure out how you do some of the things in that class. I'm really interested in the class, but I can see that this year is getting more and more difficult.

I: It's challenging?

SS4: Yes.

I: What strategies have you used to ... I know that when you were in high school, you seemed to enjoy the hands-on type classes because you said that you find that was the best way you learned. Have you encountered any hands-on types instructions here and how are you meeting that challenge?

SS4: No. I would say no, but when you think about it, I have one other class that we have to make basic graphics designs over the net and I find that to be quite easy, so I guess I could say I'm doing well in that class.

I: And that's the only hands-on class?

SS4: Yes.

I: What about the other classes? How are you meeting those challenges without the hands-on experience?

SS4: My other classes are basically regular classes, English, Math, Science and I'm meeting them quite all right.

I: You are doing well?

SS4: Yes. I am not receiving grades I would like because I don't have enough time, but I guess I'm doing well right now.

I: You are not receiving the grades you would like, but you are doing well right now. What do you mean by doing well right now?

R: Well, right now is just passing the classes. You know with a D, C, or B. I am passing it, but I know I can do better because it is the way some of the questions are stated. If I could understand the questions a little more...

I: Anything else?

SS4: No, not really.

I: Do you wish to follow up later? You seemed ready to leave. Let's finish another time...

Follow-up by telephone.

I: This is a follow-up to our last meeting at UVI. You seemed lost and not keeping up with a computer class - you were struggling with it. How did that go at the end of the semester?

SS4: I did not do that good in it because it is a class that goes according to modules or steps. You have to start at step A and finish at step D. Usually it will take more than one semester to finish it. Right now I would have to take it over. I have an 'I' for incomplete. That is what you get when you don't finish a class.

I: So then in other words, where does that leave you with the two-year program if you have to retake some of these classes? It will take you longer than the two years.

SS4: Yes, you are correct.

I: How does that fit into your mother's plans?

SS4: What do you mean? (Annoyed)

- I: Well, she wants you to finish early. How does that fit into her plan or expectation for your early completion?
- SS4: That throws us back a little, but she knows that it is hard for me - to get into college and do all that I am doing. And that is work and other activities and UVI and right now I am trying to cut back on both of them to speed up the process and don't prolong it any longer.
- I: Are your parents helping you financially?
- SS4: Yes, they are helping me financially.
- I: There was another class that you said was easy - a basic graphics class. Why was that class over the net so easy, easier than the other one you spoke of earlier?
- SS4: Yes, I was having some problems. It was easier because the professor was in the class with us as opposed to the other class where the professor was on another island. In this class, the professor goes through the lesson step by step and with the other professor we did not see much of him. We had to teach ourselves and then go to him so he could look it over and he would let us know where we were going wrong or right.
- I: So what was the basic different between the two?
- SS4: The difference was in the classroom with us with face-to-face contact. Just his being there.
- I: Did you pass that class?
- SS4: Yes, I did.
- I: I still did not get a sense of what else may have been going on to change your mind about going to UVI. You could have gone and worked with your friends at the TSA - why didn't you choose to work full-time?
- SS4: Because for me, my mother was looking at the long run ---
- I: What were you looking at?
- SS4: I was looking to better myself in a mental way, because most of my friends are looking for money now - so they believe if they get a good check now, they need nothing else, but what I saw was my mother's long range plans. If I can get to study, education now, a good background, a platform for my future, I

will be having more money than I will know what to do with - so that is the reason why I choose UVI. I know right now, I may not have as much money as my friends, but as time goes on and I earn my education, the money will come.

I: At what point did you make a decision ... a firm decision that you were going to UVI? Was it before you and I met or was it after I first interviewed you?

SS4: It had to be after I did the interview with you because when I graduated I had 3 choices. Come to UVI, work or go to the military and then my mother pushed me into UVI. With her hard work, she got me into UVI on time because I was not going to start right after school. I was going to take a while when she pushed me in and she pushed me basically into UVI and I can say I like it, so it had to be after the interviews.

I: This is all for now. You have been most accommodating with your time. May I contact you further?

SS4: Sure.

END OF INTERVIEW

Interview with Subject Mother I (SM1)
January 23, 2005 at 10:30 a.m.

I = Interviewer

SM1= Subject Mother 1

I: About 2yrs ago, I had spoken to your son (SS4) while he was a senior in high school and he was not sure as to the direction he would take when he graduated from high school. He talked about three options he was facing, (1) military, but was not sure of that because of the war; (2) he was thinking about looking at UVI but he had not done anything about it and it was the end of school; and (3) he also was thinking that maybe he would work with his brother on the mainland. He was uncertain as to which direction he would take. When I spoke to him last year, he mentioned that he was at UVI and you were the inspiration for his going there. What was your involvement and what is your perspective on what has happened to cause him to move in the direction he has taken?

SM1: Well, I think that is the best thing any mother could do for their kids, you know. You are supposed to tell them the right thing from the wrong. I sit him down and I explained to him - Son, you have to make a decision - I do not want you on the streets, I do not want you to keep bad company. I prefer you to go to college. I do not want you to go into the military, nothing like that. I prefer that you to go to college and then you take it from there. He says, OK, mummy and then I decided to work (get another job). I go into my partner box (it is a means of saving money). I do not get any help. I make sure I get my partner box when I have to pay the college fees for him. Every year (maybe semester) I pay up to \$1060 - it all depends on the books for him, and I am quite satisfied because I really want the best for my son. So that is what I have done, Mrs. Murphy.

I: What do you mean by a box?

SM1: We go into a partner box, some ladies and I go....

I: Like a susu. We call it a susu in the other islands.

SM1: Yes, Yes. So I go into my partner box then, and I get the money the day I have to pay the college for him. Every year (may mean semester) is the same thing.

I: I think I understand. What about his siblings? What do they think about what your son is doing - going to college at the UVI?

SM1: His brothers and sister think it is the best decision he made. A lot of his other friends would like to go to college, but they do not have any help and I try to

push him and push him as much as I can, and you know his brothers and sister are happy for him and right now he is going to college and have two jobs.

I: I spoke to him recently and asked him how he was doing in school. He thought he was doing fairly well even though he was struggling in some of the classes. He said that he had to retake a few classes. What are your thoughts on his completing college?

SM1: I tell him that he needs to stop working so hard and to concentrate on college. That is the most important thing because really he does not have any demands to meet. I am the one who is taking care of him and his education is the number one thing for me and I think that is the best thing I can tell him. But he still does not want to give up his jobs, you know....so

I: Why do you think that is? Do you think that he thinks that he may be a financial burden to you and your husband?

SM1: Not my husband. It is I alone who saves that money for my son. I alone, no one else - that is why I am willing to help him. Yes, I am the one. I work two jobs and the two jobs I work, I do that for my son. I know he is a young man and he needs help and I don't want him on the streets, Mrs. Murphy. I try my best to help him the only way I can. I try to give him everything he wants - I try my best -as a mother. I even paid for his driving lessons. A neighbor told me she saw him driving his father's truck and he did not have a license. I took him right away to driving school so he could learn legally and help him with his car.

I: He talked about his father also inspiring him or encouraging him to go into the computer field. Do you agree with this direction?

SM1: Yes, yes, yes, and his brothers. He has a brother in the states who is literate with the computer (or what ever you call it) and he is encouraging him also. So, something like that he is studying in college right now. Something in the computer line, I don't know what you will call it.

I: Computer Science.

SM1: Yes, that what I thought, yes.

I: Where does his father gets his information? Does he hear this from others, or is around people who work with computers? What is his familiarity with computers?

SM1: Well, his father tells him about that because he sees that I have a son who is in the field of computers and doing well. He is encouraging him to do the same,

so that my (elder) son and the one in college could work together. He (elder son) can tell his brother (in college) sometimes what and what to do and because sometimes he (elder son) needs people to work and when my younger son goes to college and takes up this field - he could be one of them.

I: His brother works for himself.

SM1: Yes.

I: He hopes that your younger son can come into the business with him?

SM1: Yes, yes, Mrs. Murphy.

I: I see. Your son in college is the youngest, correct?

SM1: Yes.

I: How many children do you have? Are they all sons?

SM1: I have four children, Mrs. Murphy - my sons in the States and a daughter. My daughter is fifteen years difference from my son in college.

I: His sibs - brothers and sister, did they go to college as well?

SM1: Well no. Only my younger son because my other children, they are not from here (Virgin Islands). We are from the islands.

I: You are from Nevis? Correct.

SM1: Yes. They went to high school in Nevis, but they never got the opportunity to go to college. No colleges in Nevis at the time and no financial help.

I: Ah! Is your husband from Nevis, too?

SM1: No, he is from Antigua.

I: Okay. How does your community value education? What kinds of encouragement do they give the young people?

SMI: Well, yes. They are others in the community going to college. I don't know if young people.

I: At UVI?

SM1: Yes.

- I: How are they being supported by parents and the community?
- SM1: A lot of students get financial aid, but you know I don't get any of that. Due to personal issues with my son, my eldest son who is not married, but have children by a lady and she wanted to put him in court for different things, so most of his stuff is in my name and by doing that my youngest son is unable to get financial aid. Because, if they check my social security, they will discover these things, but they do not belong to me. It's my son's, but he has to do it for security.
- I: I see. According to your younger son, he indicated that you wanted him to finish UVI early. In other words, you wanted him to finish college maybe in three years as opposed to four. Can you tell me what your reasons might be? I informed him that the fact of his retaking some classes might push his completion back further than 3 years. Is he in a two-year program?
- SM1: I don't think so. I think he is in a full program - I don't think he is doing well, Mrs. Murphy. It does not look so to me, because his report card was not too nice this time. That is what I tell him It was not good at all. He has to stop working so hard and start concentrating on college.
- I: What was not so good this time, you said....
- SM1: His report card was not so good.
- I: Oh! He indicated to me that he would like to focus on school and cut out the distractions, as he calls them. He thought that playing ball and working were some of the distractions as well as hanging out with his friends. He stated that he might give up some of these activities and concentrate more on school. What is your perspective on this? Do you think he will make it?
- SM1: Well, Mrs. Murphy, I am telling you the truth, as a mother. My son stays out almost all night, all like two or three o'clock, every night he comes into the house. And I don't know Mrs. Murphy, because for days when he gets into the house, he sleeps. He gets up in the morning. I have gone to work, you know. He comes in so late in the night. I don't know when he will come in tonight. I don't know Mrs. Murphy. I think when children go to college they are suppose to concentrate on their college, but my son, I am not hiding any faults for none of my kids - he is not studying like he is supposed to and Mrs. Murphy, he is not getting sufficient rest. Regardless of what, your sleep is more important - you have to rest and sometimes he gets no more than 3 or 4 hours sleep. Yes, he does. [I am telling you the truth.]

I: You don't think he is studying like he should and that may be attributing to his not so good report card?

SM1: Right, right, right.

I: Do you think that he is doing this because you wish him to and not because he is really ready?

SM1: Well, I asked him before the beginning of the semester, I said, "Son, decide what you want, because I am not going to spend any more money on you if you are not serious. Let me know what you are going to do, and tell me now." So, he said, "Mummy I am going back to college. I am going to continue."

I: Has he discussed his courses with you? How does he find the work?

SM1: He does not discuss with me. I see it on the report card.

I: He does not sit and discuss his thoughts about the school and work itself?

SM1: No. He will not discuss with me, Mrs. Murphy, because I "bust" (nag) him a lot to rest, and when anything comes up I am on his case. As a mother, I am on his back.

I: Is his father also talking to him about his report card and school?

SM1: Yes. He is, but not the way I do.

I: And his brothers are talking to him as well?

SM1: And his grandmother.

I: So, he is getting some conventional wisdom?

SM1: Yes.

I: How important is it for you to see your youngest son graduate from college?

SM1: Well, it would be one of my happiest days in my whole life to see that happen. Because, you know, he was very slow. You know when he was born; I had a little problem with him. When he should make a "D" in his writing in school he makes a "B" and things like that. I had problems with him and so I had to go different places with him.

I: So he was struggling in secondary school?

SM1: He was struggling all the way. Yes.. He was struggling because I don't know if it was his eyes or what, but when he was suppose to make a "D" he would make a "B" and things like that you know. Yes.

I: Did he receive help when he was in secondary school?

SM1: Well, I went there (school) and they ran tests on him and so, and they said they don't find anything wrong with him. They don't find nothing, but still...

I: So he was tested?

SM1: Yes.

I: What was he tested for?

SM1: Well, I tell you this. They set up an appointment with me at the Education Dept and they tested him different times. And in high school they checked him out and then they saw that he can be with other children because he could do the work. But he is lazy.

I: He needs to be encouraged. Is there any thing else you wish to tell me about his plans for the future?

SM1: To be truthful, I really, really don't know right now, Mrs. Murphy. When I tell you I don't know right now. He has a girlfriend and that keeps him very busy. So I don't know what will become of him later in life. He is always by the girl and things like that. I think for a child going to college, he is supposed to concentrate more , more on his college work. Let that be the number 1 business you have to do and anything else after. But I am telling you the truth, I really, really don't know. I am always on his back, morning, noon, and night. Because I spend my money on him and I tell him I don't want to see my money going down the drain. "If you know you do not want to go to college, tell me now, now, before I spend any more money on you." I tell him so over and over. Every year, I have to spend a lot of money with no help and it is really rough. I am working two jobs to help him. If he directly tells me he does not want to go to college, until he finishes the semester, I wash my hands from him and I would not work so hard. I leave my house in the morning. I start work from 8:30 am to 5:00 pm and then pick up another job by 5:30 pm to 9:30 pm. It comes and I am doing it for many years.

I: You are willing to give him another chance this semester to see how he does?

SM1: That is what I am watching right now. Because if he does not do well he would not make it. It is not for me to put anything else there as a mother. I am telling you the truth, Mrs. Murphy; he is not a rude child. He is very polite.

He is very mannerly. He is a very nice child. But he just doesn't listen. That is my problem.

I: I thank you for your time and I will contact you if I have questions or need to clarify. Is that ok?

SM1: That is ok, Mrs. Murphy.

Interview ended in fifty minutes.

Coding Matrix 1
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

Key Interview Phrases/Words	Key Code Words	Code Assessment	Memo Notes/Insights	Categories/subcategories
<p>Page 1</p> <p>Differences of opinion Self-interest</p> <p>Peer influence Respect for teacher Two-sided view</p> <p>Lack of trust in military</p> <p>Rationalizing decision pertaining to life Career choices Exercising caution about the military</p> <p>Peer influence</p>	<p>Communication Interaction Network</p> <p>Influence Respect Pros/cons</p> <p>Distrust</p> <p>Decision making Options Cautious</p> <p>Influence</p>	<p>Most striking</p> <p>Relevant</p> <p>Most striking Relevant</p> <p>Most striking</p>	<p>Socialization</p> <p>Peer influence</p> <p>Distrust</p> <p>Peer influence</p>	
<p>Page 2</p> <p>Views about college Making a case for non-participation</p> <p>Lack of confidence in teachers Lack of enforcement Accountability on part of teachers</p> <p>Teachers not demonstrating empathy</p>	<p>Perspectives Insightful</p> <p>Fearful Concern</p> <p>Non-caring Discipline Accountability</p> <p>Lacks empathy</p>	<p>Most striking</p> <p>Relevant</p> <p>Relevant</p>	<p>Insights/Perspective</p> <p>Teacher behavior</p>	

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend
 Important

Behavioral changes over years	Insightful	Most striking	Teacher behavior
Evaluates and characterizes behavior of teachers	Reluctance	Most striking	Teacher behavior
Unwillingness to participate in education	Restructure learning	Most striking	Ideal learning format
Offering suggestions for restructuring learning	Different learning formats	Most striking	Ideal learning format
Teachers use different learning formats	Action learning		
Learning is not fun			
Prefers experiential learning			
Build in rewards into learning experience			
Page 3			
Disrespect of teachers causes lack of interest on part of some students	Disrespect for teachers	Relevant	Disrespect
Little individual attention	Expressing the ideal	Most striking	Ideal learning format
Restructure class size	Expressing the ideal	Most striking	Ideal learning format
More hands on experiment	Non-direction	Relevant	Teacher behavior
Prefers interactive learning	Caring	Relevant	Teacher behavior
Technology and visual aids			
Lack assistance			
A gradual change in commitment on part of teachers			
More commitment from teachers			

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

Page 4	Insightful	Insightful	Relevant		Substandard education level
	Lack of understanding by students	Lacks understanding	Most striking		Substandard education level
	Lack opportunity to make up miss assignments	Inopportunity	Most striking		Substandard education level
	Inflexibility in school system	Inflexible system	Most striking		Substandard education level
	Enhancement of educational opportunity	Proactive	Most striking		Substandard education level
	Imitate private school methods	Mirror/imitate	Most striking		Substandard education level
	Mirror private school to enhance SATs				Substandard education level
	Improve education tools	Upgrade education tools	Relevant		Substandard education level
	Contradiction between tacit and formal knowledge	Contradiction	Relevant		Teacher characteristics
	Shop language	Contradiction			
	Teacher/student interactions	Interactive learning			
Page 5	Didactic approach	Didactic			Teacher characteristics
	Diplomacy in communicating strengths and weaknesses	Diplomatic			Teacher characteristics
	Confidence in and respect for teacher	Confidence			Teacher characteristics
	Unable to express self on occasion	Respect			Teacher characteristics

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

<p>Opportunity to express self to a certain degree</p> <p>Good way of approaching issues</p> <p>Advantages/disadvantages</p> <p>Foundation to get other people's attention</p>	<p>Self expression</p> <p>Open minded</p> <p>Communication skills</p> <p>Listening skills</p>	<p>Relevant</p> <p>Critical</p>	<p>Teacher characteristics</p> <p>Perspective</p> <p>Belief</p>
<p>Page 6</p> <p>Linguistic switching</p> <p>Adaptation to environment</p> <p>Misunderstanding of concepts/content matter</p> <p>Inhibition for learning</p> <p>Learning restriction</p> <p>Admit to lack of conceptual understanding</p> <p>Overcoming obstacles</p> <p>Time constraints</p> <p>Insight into own behavior</p>	<p>Chameleon</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Overcoming obstacles</p> <p>Defeat</p> <p>Time constraints</p> <p>Perspective</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Chameleon</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Belief/characteristics</p>

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

<p>Page 7</p> <p>Unique approach to problem solving</p> <p>Preference to vocational education</p> <p>Peer influence</p> <p>Peer interaction</p> <p>Learning from experience</p> <p>Using learning experiences that may relate to real life situation</p> <p>Self-awareness of how he learns</p>	<p>Process of elimination</p> <p>Peer preference</p> <p>Influence</p> <p>Experiential</p> <p>Self-awareness</p>	<p>Most striking</p> <p>Relevant</p> <p>Relevant</p> <p>Most striking</p> <p>Most striking</p>		<p>Perspective</p> <p>Peer influence</p> <p>Peer influence</p> <p>Perspective</p> <p>Perspective</p>
<p>Page 8</p> <p>Visual learning vs audio learning</p> <p>Learning format to acquire best personal results</p> <p>Persona of person he admires</p> <p>Potential role model</p> <p>Someone he can imitate</p> <p>Giving right answers</p> <p>Understanding of asking right questions and content</p> <p>Willingness to cooperate</p> <p>School likes/dislikes</p> <p>Accepted Middle school structure – built-in reinforcement for learning</p>	<p>Visual learner</p> <p>Learning style</p> <p>Likeable person</p> <p>Admiration characteristics</p> <p>Smart</p> <p>Peer analysis</p> <p>Reinforce learning</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>		<p>Learning style</p> <p>Characteristics of role model</p> <p>Peer analysis</p> <p>Learning preference</p>

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

<p>Page 9</p> <p>Class load heavy Inconsideration on part of teachers Economic hardship/need to work Change brings on an element of fear</p> <p>Instructional style Larger class size may have contributed to learning deficiencies and lack of attention</p> <p>Empathy demonstrated for needy students</p> <p>Behaviors carried over from Middle school Teachers unenthusiastic</p> <p>Insightful reasons for lack of enthusiasm Lack of participation on part of students</p> <p>Witness school violence Drawing conclusions based on experience Strong position on teachers' behavior Lost of control in classroom</p>	<p>School dislikes</p> <p>Learning difficulties</p> <p>Empathy</p> <p>Unenthusiastic Rude Disrespectful to teachers Belief</p> <p>Violence Belief Negative school incidences</p> <p>Ambivalence</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Concern</p> <p>Classroom characteristic</p> <p>Classroom discipline</p> <p>Classroom discipline</p> <p>Classroom discipline Influence</p>	<p>Ambivalence</p>
<p>Page 10</p> <p>Ambivalence on part of peers Not a priority</p>	<p>Ambivalence</p>	<p>Most striking</p>	<p>Implications for students all around – participants and non-participants</p>	<p>Ambivalence</p>

Coding Matrix

Date Prepared: 3/1/04

Initial interview w/SS4

Code Word Legend

[REDACTED]

Important

[REDACTED]

<p>Procrastination Ambivalence</p> <p>Ambivalence Lack of commitment</p> <p>No contingencies No back-up plans</p> <p>No real commitment Does not understand the value of education-long term</p> <p>Have not connected the dots (college degree with the ability to obtain skills to relate to people on a more equal footing).</p>	<p>Ambivalence</p> <p>Ambivalence</p> <p>Apprehensive</p> <p>Not internalized</p> <p>Self-perception</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Ambivalence</p> <p>Ambivalence</p> <p>Ambivalence</p> <p>Self-Perception</p>	<p>May have been talking about two different issues</p> <p>Equate getting a degree with change in status. Cultural attitude that speaks to education of a means of increasing class and status.</p>	<p>Ambivalence</p> <p>Ambivalence</p> <p>Ambivalence</p> <p>Self-Perception</p>
<p>Page 11</p> <p>Family influence Self interest</p> <p>Main focus and goal is to finish high school Ambivalence Non-committal</p>	<p>Influence Self-interest</p> <p>Ambivalence Non-commitment</p>	<p>Most striking</p> <p>Most striking</p>	<p>Influence</p> <p>ambivalence</p>	<p>Influence</p> <p>ambivalence</p>	<p>Influence</p> <p>ambivalence</p>

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

<p>Aware that expensive material things are out there</p> <p>High aspirations-personal goals</p> <p>Career goals/family goals</p> <p>Insightful</p> <p>Admiration for brother</p> <p>Wish to emulate</p>	<p>High aspirations</p> <p>Insightful</p> <p>Admiration Role model/imitate</p>	<p>Most striking</p> <p>Most striking</p>	<p>“Given the opportunity things are possible.”</p>	<p>Aspirations</p> <p>Sibling influence</p>
<p>Page 12</p> <p>Recognizes limitations</p> <p>Willing to work his way up</p> <p>Sibling influence</p> <p>Examples of success in computer field</p> <p>Tacit knowledge of success</p> <p>Advice of career choice</p> <p>Parental influence</p> <p>Implanted idea</p> <p>Contemplation</p> <p>Not ready for Transition</p> <p>Fear of change</p> <p>Change may be overwhelming</p>	<p>Limitations</p> <p>Visions for the future</p> <p>Influence</p> <p>Influence</p> <p>Influence</p> <p>Decisive</p> <p>Transition</p> <p>Ambivalence</p> <p>Apprehensive</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Reinforcement from sibling, father and military re use of computers as career</p> <p>Brother’s success drives him to reach for his goal.</p>	<p>Perspective</p> <p>Sibling Influence</p> <p>Influence</p> <p>Parental influence</p> <p>Ambivalence</p>
<p>Page 13</p>				

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

<p>Lack motivation Lack commitment Trust in UV1 Uses facts to make decision</p> <p>Self analysis and awareness of weaknesses</p> <p>Lack encouragement Not much involvement from teachers/other school officials Taking a position based on observations of peers Analysis of their problems</p> <p>No encouragement for post secondary education – on part of teachers</p> <p>Teacher influence Teacher steers towards job training</p>	<p>Nonchalant</p> <p>Procrastinate confidence</p> <p>Incongruent</p> <p>Observing peers</p> <p>Teacher Influence</p> <p>Teacher Influence Job support</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Seems to lack skills to follow through on tasks.</p> <p>It seems that young men in high school are not encouraged to seek out post secondary education. Why???</p>	<p>Decision making self-awareness</p> <p>Taking a position</p> <p>Teacher Influence</p> <p>Teacher Influence</p>
<p>Page 14</p> <p>Lack of direction Non-committal with own plans Ambivalence</p> <p>Family influence Strong relationship with family Economic factor Education support</p> <p>Equate knowledge/certificate to enhance</p>	<p>Ambivalence</p> <p>Influence Strong relationship</p> <p>Earning capacity</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p>		<p>Ambivalence</p> <p>Family Influence</p>

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

	Opportunity Aspirations	Most striking	Aspiration
earning capacity/opportunity To fulfill dreams and acquire more material things Close relationship with family Parental influence Doing things together	Family Influence Values Philosophy		Family Influence Family values/philosophy
Page 15 Family support Respect moral values Supportive community Interest in welfare Supportive peers Ambivalence Encouragement from peers Socialization	Supportive Respect Principles Support Praise, love, encouragement Support Encouragement Social	Most striking Relevant Most striking	Family influence Community Influence Socialization
Page 16			

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

Students would prefer to see more college recruiters	Students' preference	Most striking	Economic influence
Concern about joining military Economic difficulty Military alternative after high school for some	Concern Economic difficulty Alternative due to financial difficulty	Most striking	Economic influence
Military is not an alternative Separation from family	Not an alternative	Most striking	Alternative option
Unaware of resources available for education support Lack of understanding re financial aid system Good advice about college prep	Financial resources	Relevant	Financial support
Page 17	Financial concerns	Most striking	Financial concerns
Financial concerns associated with college Lack of information on part of school	Financial concerns	Most striking	Ambivalence
Lack commitment Ambivalence Uncertain about college financial aid	Uncertainty Ambivalence Mystery	Most striking	Peer Influence
Peer influence	Distractions	Most striking	

Coding Matrix
Date Prepared: 3/1/04
Initial interview w/SS4

Code Word Legend

Important

Resources not readily available to students Insufficient resources Lack of commitment on part of school	School lack some resources	Most striking	Substandard education level
Financial difficulty Financially dependant on mother Recognizes resources needed	Financial difficulty Mother's support		Mother's financial support
Page 18			
Equate hard work to teacher support Teacher supports enthusiastic students	Support	Most striking	Supportive environment
Personal values	Convictions Principles	Most striking	Personal principles
Male modeling Does not see females as successful	Male modeling		Perspective
Characteristics of success	Communication skills Family unit Lifestyle	Most striking	Characteristics of success

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Key Interview Phrases/Words	Key Code Words	Categories/subcategories	Higher Level Categories	Themes
Page 1				
Differences of opinion Self-interest	Communication Interaction Network	Interactive process	Learning environment	Learning environment
Peer influence Respect for teacher Two-sided view	Influence Respect Pros/cons	Peer influence	Peer Influence	influence
Lack of trust in military	Distrust	Distrust	Perspective	ambivalence
Rationalizing decision pertaining to life	Decision making Options Cautious		Perspective	Perspective
Career choices Exercising caution about the military	Influence	Peer influence	Peer Influence	Influence
Peer influence				
Page 2				
Views about college Making a case for non-participation	Perspectives Insightful Fearful Concern	Insights/Perspective	Perspective	Ambivalence Ambivalence
Lack of confidence in teachers Lack of enforcement Accountability on part of teachers	Non-caring Discipline Accountability	Teacher behavior	Learning environment	Learning environment
Teachers not demonstrating empathy	Lacks empathy			

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Behavioral changes over years	Inightful	Teacher behavior	Learning environment	Learning environment
Evaluates and characterizers behavior of teachers	Reluctance	Teacher behavior	Learning environment	Learning environment
Unwillingness to participate in education	Restructure learning	Ideal learning format	Learning environment	Ambivalence
Offering suggestions for restructuring learning	Different learning formats	Ideal learning format	Learning environment	Learning environment
Teachers use different learning formats	Action learning			
Learning is not fun				
Prefers experiential learning				
Build in rewards into learning experience				
Page 3				
Disrespect of teachers causes lack of interest on part of some students	Disrespect for teachers	Students' characteristic	Learning environment	Learning environment
Little individual attention	Expressing the ideal	Ideal learning format	Learning environment	
Restructure class size	Expressing the ideal	Ideal learning format	Learning environment	
More hands on experiment	Non-direction	Teacher behavior	Learning environment	
Prefers interactive learning	Caring	Teacher behavior	Learning environment	
Technology and visual aids				
Lack assistance				
A gradual change in commitment on part of teachers				
More commitment from teachers				

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Page 4	Insightful	Inflexible school structure	Learning environment	Learning environment
Lack of understanding by students	Lacks understanding	Inflexible school structure	Learning environment	Learning environment
Lack opportunity to make up miss assignments	Inopportunity	Inflexible school structure	Learning environment	Learning environment
Inflexibility in school system	Inflexible system	Inflexible school structure	Learning environment	Learning environment
Enhancement of educational opportunity	Proactive	Inflexible school structure	Learning environment	Learning environment
Imitate private school methods	Mirror/imitate	Inflexible school structure	Learning environment	Learning environment
Mirror private school to enhance SATs	Upgrade education tools	Inflexible school structure	Learning environment	Learning environment
Improve education tools	Contradiction	Teacher characteristics	Learning environment	Learning environment
Contradiction between tacit and formal knowledge	Contradiction	Teacher characteristics	Learning environment	Learning environment
Shop language	Interactive learning			
Teacher/student interactions				
Page 5	Didactic	Teacher characteristics	Learning environment	Learning environment
Didactic approach	Diplomatic	Teacher characteristics	Learning environment	Learning environment
Diplomacy in communicating strengths and weaknesses	Confidence	Teacher characteristics	Learning environment	Learning environment
Confidence in and respect for teacher	Respect	Teacher characteristics	Learning environment	Learning environment
Unable to express self on occasion				

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

<p>Opportunity to express self to a certain degree</p> <p>Good way of approaching issues</p> <p>Advantages/disadvantages</p> <p>Foundation to get other people's attention</p>	<p>Self expression</p> <p>Open minded</p> <p>Communication skills</p> <p>Listening skills</p>	<p>Teacher characteristics</p> <p>Perspective</p> <p>Belief</p>	<p>Learning environment</p> <p>Learning environment</p> <p>Perspective</p> <p>Belief</p>	<p>Life perspective</p> <p>Perspective</p>
<p>Page 6</p> <p>Linguistic switching</p> <p>Adaptation to environment</p> <p>Misunderstanding of concepts/content matter</p> <p>Inhibition for learning</p> <p>Learning restriction</p> <p>Admit to lack of conceptual understanding</p> <p>Overcoming obstacles</p> <p>Time constraints</p> <p>Insight into own behavior</p>	<p>Chameleon</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Overcoming obstacles</p> <p>Defeat</p> <p>Time constraints</p> <p>Perspective</p>	<p>Chameleon</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Level of understanding</p> <p>Belief/characteristics</p>	<p>Learning environment</p> <p>Learning environment</p> <p>Learning environment</p> <p>Learning environment</p> <p>Learning environment</p> <p>Learning environment</p> <p>Perspective</p>	<p>Learning environment</p> <p>Perspective</p>

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

<p>Page 7</p> <p>Unique approach to problem solving</p> <p>Preference to vocational education</p> <p>Peer influence</p> <p>Peer interaction</p> <p>Learning from experience</p> <p>Using learning experiences that may relate to real life situation</p> <p>Self-awareness of how he learns</p>	<p>Process of elimination</p> <p>Peer preference</p> <p>Influence</p> <p>Experiential</p> <p>Self-awareness</p>	<p>Perspective</p> <p>Peer influence</p> <p>Peer influence</p> <p>Perspective</p> <p>Perspective</p>	<p>Perspective</p> <p>Peer influence</p> <p>Peer influence</p> <p>Perspective</p> <p>Perspective</p>	<p>perspective</p> <p>Influence</p> <p>Influence</p> <p>Perspective</p> <p>Perspective</p>
<p>Page 8</p> <p>Visual learning vs audio learning</p> <p>Learning format to acquire best personal results</p> <p>Persona of person he admires</p> <p>Potential role model</p> <p>Someone he can imitate</p> <p>Giving right answers</p> <p>Understanding of asking right questions and content</p> <p>Willingness to cooperate</p> <p>School likes/dislikes</p> <p>Accepted Middle school structure – built-in reinforcement for learning</p>	<p>Visual learner</p> <p>Learning style</p> <p>Likeable person</p> <p>Admiration characteristics</p> <p>Smart</p> <p>Peer analysis</p> <p>Reinforce learning</p>	<p>Learning style</p> <p>Characteristics of role model</p> <p>Peer analysis</p> <p>Learning preference</p>	<p>Perspective</p> <p>Perspective</p> <p>Perspective</p> <p>Perspective</p>	<p>Perspective</p>

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

<p>Page 9</p> <p>Class load heavy Inconsideration on part of teachers Economic hardship/need to work Change brings on an element of fear</p> <p>Instructional style Larger class size may have contributed to learning deficiencies and lack of attention</p> <p>Empathy demonstrated for needy students</p> <p>Behaviors carried over from Middle school Teachers unenthusiastic</p> <p>Insightful reasons for lack of enthusiasm Lack of participation on part of students</p> <p>Witness school violence Drawing conclusions based on experience Strong position on teachers' behavior Lost of control in classroom</p>	<p>School dislikes</p> <p>Learning difficulties</p> <p>Empathy</p> <p>Unenthusiastic Rude Disrespectful to teachers Belief</p> <p>Violence Belief Negative school incidences</p>	<p>Concern</p> <p>Classroom characteristic</p> <p>Classroom discipline</p> <p>Classroom discipline</p> <p>Classroom discipline Influence</p>	<p>Ambivalence</p> <p>Learning environment</p> <p>Learning environment</p> <p>Learning environment</p> <p>Perspective</p> <p>Perspective School influence</p>	<p>Ambivalence</p> <p>Learning environment</p> <p>Learning environment</p> <p>Learning environment</p> <p>Perspective</p> <p>Perspective Influence</p>
<p>Page 10</p> <p>Ambivalence on part of peers</p>	<p>Ambivalence</p>	<p>Ambivalence</p>	<p>Ambivalence</p>	<p>Ambivalence</p>

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Not a priority	Ambivalence	Ambivalence	Ambivalence	Ambivalence	
Procrastination	Ambivalence	Ambivalence	Ambivalence	Ambivalence	
Ambivalence	Ambivalence	Ambivalence	Ambivalence	Ambivalence	
Lack of commitment	Apprehensive	Not internalized	Self-perception		
No contingencies					
No back-up plans					
No real commitment					
Does not understand the value of education-long term					
Have not connected the dots (college degree with the ability to obtain skills to relate to people on a more equal footing).					
Page 11	Influence	Family Influence	Family Influence	Family influence	Influence
Family influence	Self-interest				
Self interest	Ambivalence	ambivalence	Ambivalence	Ambivalence	Ambivalence
Main focus and goal is to finish high school	Uncertain				
Ambivalence					
Non-committal					
Aware that expensive material things are out there	High aspirations				
High aspirations-personal goals	Insightful				
Career goals/family goals		Aspirations		Perspective	Perspective

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Insightful Admiration for brother Wish to emulate	Admiration Role model/imitate	Sibling influence	Sibling influence	Influence
Page 12 Recognizes limitations Willing to work his way up Sibling influence Examples of success in computer field Tacit knowledge of success Advice of career choice Parental influence Implanted idea Contemplation Not ready for Transition Fear of change Change may be overwhelming	Limitations Visions for the future Influence Influence Influence Indecisive Transition Ambivalence Apprehensive	Perspective Sibling Influence Influence Parental influence Ambivalent Ambivalent	Perspective Sib influence Parental influence Ambivalence Ambivalence	Perspective Influence Influence Influence Ambivalence Ambivalence
Page 13 Lack motivation Lack commitment Trust in UVI Uses facts to make decision	Nonchalant	Uncertainty Decision making	Ambivalence Ambivalence	Ambivalence Ambivalence

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Self analysis and awareness of weaknesses	Procrastinate confidence	self-awareness	Perspective	Perspective
Lack encouragement Not much involvement from teachers/other school officials Taking a position based on observations of peers	Incongruent Analysis of their problems Observing peers	value judgment Taking a position	Perspective Perspective	Perspective
No encouragement for post secondary education -- on part of teachers Teacher influence Teacher steers towards job training	Teacher Influence Teacher Influence Job support	Teacher Influence Teacher Influence	Influence Influence	Influence
Page 14				
Lack of direction Non-committal with own plans Ambivalence	Ambivalence	Ambivalence	Ambivalence	Ambivalence
Family influence Strong relationship with family Economic factor Education support	Influence Strong relationship	Family Influence	Influence	Influence
Equate knowledge/certificate to enhance earning capacity/opportunity To fulfill dreams and acquire more material things	Earning capacity Opportunity Aspirations	Aspiration	Perspective	Perspective

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

Close relationship with family Parental influence Doing things together	Family Influence Values Philosophy	Family Influence Family values/philosophy	Influence Influence	Influence
Page 15				
Family support Respect moral values	Supportive Respect Principles	Family influence	Influence	Influence
Supportive community Interest in welfare	Support Praise, love, encouragement	Community Influence	Influence	
Supportive peers Ambivalence Encouragement from peers Socialization	Support Encouragement Social	Socialization Peer influence	Influence	
Page 16				
Students would prefer to see more college recruiters	Students' preference	Economic influence	Influence	Influence
Concern about joining military Economic difficulty	Concern Economic difficulty	Economic influence	Influence	
Military alternative after high school for some	Alternative due to financial			

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

<p>Military is not an alternative Separation from family</p> <p>Unaware of resources available for education support Lack of understanding re financial aid system Good advice about college prep</p>	<p>difficulty</p> <p>Not an alternative</p> <p>Financial resources</p> <p>Advice</p>	<p>Alternative option</p> <p>Financial support</p>	<p>Ambivalence</p> <p>Learning environment Ambivalent</p> <p>Learning environment</p>	<p>Ambivalence</p> <p>Learning environment ambivalence</p> <p>Learning environment</p>
<p>Page 17</p> <p>Financial concerns associated with college Lack of information on part of school</p> <p>Lack commitment Ambivalence Uncertain about college financial aid</p> <p>Peer influence Resources not readily available to students Insufficient resources Lack of commitment on part of school</p> <p>Financial difficulty Financially dependant on mother Recognizes resources needed</p>	<p>Financial concerns</p> <p>Uncertainty Ambivalence Mystery</p> <p>Distractions School lack some resources</p> <p>Financial difficulty Mother's support</p>	<p>Financial concerns</p> <p>Ambivalence</p> <p>Peer Influence Inflexible school structure</p> <p>Mother's financial support</p>	<p>Ambivalence</p> <p>Ambivalence</p> <p>Influence Learning environment</p> <p>Influence</p>	<p>Ambivalence</p> <p>Ambivalence</p> <p>Influence Learning environment</p> <p>Influence</p>

Coding Matrix 1 – Higher level coding
Date Prepared: August 2005
Initial interview w/SS4

Code Word Legend

Important

<p>Page 18</p> <p>Equate hard work to teacher support Teacher supports enthusiastic students</p> <p>Personal values</p> <p>Male modeling [Does not see females as successful]</p> <p>Characteristics of success</p>	<p>Value Support</p> <p>Convictions Principles</p> <p>Male modeling</p> <p>Communication skills Family unit Lifestyle</p>	<p>Perspective</p> <p>Personal principles</p> <p>Perspective</p> <p>Values/principles</p>	<p>Perspective Learning environment</p> <p>Perspective</p> <p>Perspective</p> <p>Perspective</p>	<p>Perspective Learning environment</p> <p>Perspective</p>
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Coding Matrix 2
Date Prepared: 2/23/05
Follow-up Interview w/SS4

Code Word Legend

Important

Key Interview Phrases/Words	Key Code Words	Code Assessment	Memo Notes/Insights	Categories/subcategories
<p>Page 1</p> <p>Personal plan Family support and influence Contact through mother</p>	<p>Entrepreneur spirit Influence Advice modeling</p>	<p>Most striking Most striking</p>		<p>Personal plan Family Influence</p>
<p>Page 2</p> <p>Supportive Disinterested in military Lack of faith Lack of confidence in system Accelerate in education Parental influence Trust of parental decisions Unclear about future Open to ideas Level of persistence Level of commitment Communicating the value of education through story telling</p>	<p>Supportive Disinterested Faith Confidence Accelerate Influence Guidance Respect Openness Trust Wisdom Persistence Commitment Story telling</p>	<p>Most striking Most striking Most striking Most striking Most striking</p>	<p>“pushed” meaning in the context of Caribbean culture. Characteristic of a strong Caribbean woman.</p>	<p>Family influence Mother’s role Mother’s influence Unprepared for college Mother’s role</p>
<p>Page 3</p> <p>Education benefits Emphasis on persistence and commitment Personal plans</p>	<p>Persist Commitment Influence plans</p>	<p>Most striking</p>	<p>Does not see meaning of a formal education. Does not fully understand what an educated man can</p>	<p>Family influence Unprepared for college Ambivalence Personal plan</p>

Coding Matrix 2
Date Prepared: 2/23/05
Follow-up Interview w/SS4

Code Word Legend

Important

			do – sees education as a means to the end.	
<p>Page 4</p> <p>Lack of insight Transfer of learning Transition from high school to college flexible schedule Admits failure Aware of mistakes Looking at corrective action & preventive measures Contemplating action Avoid distractions Economic impact Curtailing social activities Acknowledge setbacks Admits to needed changes Revisit commitment to education Restructure sporting activities</p>	<p>Uncertain Insight Clarification Review Flexibility Awareness Ambivalence Roadmap Distractions Impact Ambivalence Setbacks Change regroup</p>	<p>Most striking Most striking Most striking Most striking Most striking Most striking Most striking</p>	<p>level of instruction above level of understanding level of instruction above level of understanding Ambivalence Social life (entertainment) Ambivalence Unprepared for college Unprepared for college</p>	
<p>Page 5</p> <p>Renew commitment Minimum instruction w/feedback New learning experiences Take charge approach for adults Overwhelmed by structure of curriculum</p>	<p>Failure Commitment Self-directed learning Lost /failing Overwhelmed Challenged</p>	<p>Most striking Most striking</p>	<p>Level of instruction is above level of understanding Unprepared for college</p>	

Coding Matrix 2
Date Prepared: 2/23/05
Follow-up Interview w/SS4

Code Word Legend

Important

Satisfactory progress	Progress			
<p>Page 6</p> <p>Dissatisfaction with progress Time constraints Level of understanding</p> <p>Instant gratification in a monetary way Mother's influence Long-term satisfaction and benefits Views education as long lasting Mother's choice</p>	<p>Dissatisfaction Constraints Mediocrity Passive attitude Lack understanding Self-improvement Instant gratification</p> <p>Influence Influence</p> <p>Mother's influence</p> <p>Pushed/encouraged</p>	<p>Most striking</p> <p>Most striking</p> <p>Relevant</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Challenged Level of instruction above level of understanding</p> <p>Social life Mother's role Mother's role Mother's role</p> <p>Mother's role</p> <p>Meaning in context of Caribbean culture</p>	<p>Level of instruction above level of understanding</p> <p>Level of instruction above level of understanding</p> <p>Mother's role</p> <p>Ambivalence</p> <p>Mother's role</p>
<p>Page 7</p> <p>Admits failure Lacks focus Embarrass to admit he needs help Admits to setbacks w/failure to completion Mother knows limitations Immediate action</p> <p>Dependent on parent's financial support</p>	<p>Failure</p> <p>Needs help Setbacks</p> <p>Limitations Curtail activity Take action</p> <p>Dependence</p>	<p>Most striking</p> <p>Most striking</p>	<p>Level of instruction above level of understanding</p> <p>Level of instruction above level of understanding</p> <p>Mother's role</p> <p>Ambivalence</p> <p>Mother's role</p>	<p>Level of instruction above level of understanding</p> <p>Level of instruction above level of understanding</p> <p>Mother's role</p> <p>Ambivalence</p> <p>Mother's role</p>

Coding Matrix 2
Date Prepared: 2/23/05
Follow-up Interview w/SS4

Code Word Legend

Important

Page 8	Value face to face instruction vs on-line	Learning preference	Relevant	Challenged
	Values interaction/discussion	Learning preference		

Coding Matrix 2 – higher level coding
Date Prepared: August 2005
Follow-up Interview w/SS4

Code Word Legend

Relevant Important Most striking

Key Interview Phrases/Words	Key Code Words	Categories/subcategories	Higher Level Categories	Themes
<p>Page 1</p> <p>Personal plan Family support and influence Contact through mother</p>	<p>Entrepreneur spirit Influence Advice modeling</p>	<p>Personal plan Family Influence</p>	<p>Ambivalence Influence</p>	<p>Ambivalence Influence</p>
<p>Page 2</p> <p>Supportive Disinterested in military Lack of faith Lack of confidence in system Accelerate in education Parental influence Trust of parental decisions Unclear about future Open to ideas Level of persistence Level of commitment Communicating the value of education through story telling</p>	<p>Supportive Disinterested Faith Confidence Accelerate Influence Guidance Respect Openness Trust Wisdom Persistence Commitment Story telling</p>	<p>Family influence Mother's role Mother's influence Unprepared for college Mother's role</p>	<p>Influence Influence Ambivalence Influence</p>	<p>Influence Ambivalence Influence</p>
<p>Page 3</p> <p>Education benefits Emphasis on persistence and commitment Personal plans</p>	<p>Persist Commitment Influence plans</p>	<p>Family influence Unprepared for college Ambivalence Personal plan</p>	<p>Influence Ambivalence Ambivalence</p>	<p>Influence Ambivalence</p>

Coding Matrix 2 – higher level coding
Date Prepared: August 2005
Follow-up Interview w/SS4

Code Word Legend

Relevant Important Most striking

<p>Page 4</p> <p>Lack of insight Transfer of learning Transition from high school to college flexible schedule Admits failure Aware of mistakes Looking at corrective action & preventive measures Contemplating action Avoid distractions Economic impact Curtailing social activities Acknowledge setbacks Admits to needed changes Revisit commitment to education Restructure sporting activities</p>	<p>Uncertain Insight Clarification Review Flexibility Awareness Ambivalence Roadmap Distractions Impact Ambivalence Setbacks Change regroup</p>	<p>level of instruction above level of understanding level of instruction above level of understanding Ambivalence Social life (entertainment) Ambivalence Unprepared for college Unprepared for college</p>	<p>Learning environment Learning environment Ambivalence Ambivalence Ambivalence</p>	<p>Learning environment Learning environment Ambivalence</p>
<p>Page 5</p> <p>Renew commitment Minimum instruction w/feedback New learning experiences Take charge approach for adults Overwhelmed by structure of curriculum Satisfactory progress</p>	<p>Failure Commitment Self-directed learning Lost /failing Overwhelmed Challenged Progress</p>	<p>Level of instruction is above level of understanding Unprepared for college</p>	<p>Learning environment Ambivalence Learning environment</p>	<p>Learning environment Ambivalence</p>

Coding Matrix 2 – higher level coding
Date Prepared: August 2005
Follow-up Interview w/SS4

Code Word Legend

Relevant

Important

Most striking

	Relevant	Important	Most striking
<p>Page 6</p> <p>Dissatisfaction with progress Time constraints Level of understanding</p> <p>Instant gratification in a monetary way Mother's influence Long-term satisfaction and benefits Views education as long lasting Mother's choice</p>	<p>Dissatisfaction Constraints Mediocrity Passive attitude Lack understanding Self-improvement Instant gratification</p> <p>Influence Influence Mother's influence Pushed/encouraged</p>	<p>Challenged Level of instruction above level of understanding</p> <p>Social life Mother's role Mother's role Mother's role</p> <p>Mother's role</p>	<p>Learning environment Ambivalence</p> <p>Influence Mother's Influence Influence Mother's Control</p>
<p>Page 7</p> <p>Admits failure Lacks focus Embarrass to admit he needs help Admits to setbacks w/failure to completion</p> <p>Mother knows limitations Immediate action Dependent on parent's financial support</p>	<p>Failure Needs help Setbacks Limitations Curtail activity Take action Dependence</p>	<p>Level of instruction above level of understanding Level of instruction above level of understanding</p> <p>Mother's role Ambivalence Mother's role</p>	<p>Learning environment</p> <p>Learning environment Learning environment Influence Ambivalence Influence</p> <p>Influence Ambivalence Influence</p>

Coding Matrix 2 – higher level coding
Date Prepared: August 2005
Follow-up Interview w/SS4

Code Word Legend

Relevant Important Most striking

Page 8 Value face to face instruction vs on-line Values interaction/discussion	Learning preference Learning preference	Challenged	Learning environment Ambivalence	Learning environment ambivalence
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Coding Matrix Mother
Date Prepared: 2/23/05
Interview w/SM1

Code Word Legend

Important

Key Interview Phrases/Words	Key Code Words	Code Assessment	Memo Notes/Insights	Categories/subcategories
Page 1				
Giving guidance	Guidance	Most striking		Mother's plans and goals for son
Mother's preferences	Restrictions	Most striking		Mother's plans.....
Son agrees	Agreement	Most striking	Uses the concept of a West Indian 'susu' to save money	Mother's plans.....
No assistance	Solo	Most striking		Financial plan for college
Financially supporting son	Support	Most striking		Mother's plans.....
Mother gains deep satisfaction	Satisfaction	Most striking		Financial plan for college
Wants best for son	Best for son	Most striking		
Financial support	Support	Most striking		
Page 2				
Sibs reaction	Best decision	Most striking	Characteristic of W.I. parents (concept of pushing)	Encouraged
Mother's way of encouraging	Push	Most striking		Control
Mother's influence and guidance	guidance Influence Important	Most striking	Mother even bought car	Mother's influence
Lack financial responsibilities for own schooling	No financial responsibilities	Most striking		Caretaker

**Coding Matrix Mother
Date Prepared: 2/23/05
Interview w/SMI**

Code Word Legend

Important

Education priority for mother Mother gives best advice	Caretaker Best advice	Most striking	Father's unwillingness to provide financial support	Mother's influence
Working is son's avenue towards independence	Maintaining Independence	Most striking		Independence
Confirms commitment to support	Support	Most striking		Mother's Support
Support for son	Support	Most striking		Caretaker
Mother's protection	Protection	Most striking		Caretaker
Supply needs and wants	Overly protective	Most striking		Family Support
Brother's encouragement	Encouragement			Family support
Career support	Support			
Page 3				
Brother possible mentor	Mentor	Relevant		Mentor
Apprentice to brother	Apprentice	Relevant		Mother's plans..... Mother's plans
Mother's blue print for son Mentor in the field	Mother's plan apprenticeship	Most striking		

**Coding Matrix Mother
Date Prepared: 2/23/05
Interview w/SM1**

Code Word Legend

Important

<p>Page 4</p> <p>No outside financial support</p> <p>Assessment of educational performance</p> <p>Unsatisfactory report</p> <p>Mother's advice</p> <p>Candid</p> <p>Assessing son's behavior</p> <p>Lack of commitment on son's part</p> <p>Lack of focus</p>	<p>Lack outside assistance</p> <p>Assessing performance</p> <p>Dissatisfied</p> <p>Disillusion</p> <p>Grades unsatisfactory</p> <p>Shift priorities</p> <p>Candid</p> <p>Irresponsible behavior</p> <p>Lacks commitment</p> <p>Unfocused</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Family support</p> <p>Mother's perspective</p> <p>Disillusion</p> <p>Mother's advice</p> <p>Mother's perspective</p> <p>Distractions</p>
<p>Page 5</p> <p>Dissatisfied with performance</p> <p>Assessing son's behavior</p> <p>Mother confirms lack of commitment to school</p> <p>Mother gives warning</p> <p>Mother sees education as investment</p> <p>Son expresses commitment</p>	<p>Irresponsible behavior</p> <p>Confirmation/agrees</p> <p>Warning</p> <p>Investment</p> <p>Commitment</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Mother's perspective</p> <p>Lacks maturity</p> <p>Punishment</p> <p>Parental influence</p>

Coding Matrix Mother
Date Prepared: 2/23/05
Interview w/SM1

Code Word Legend

Important

<p>No communication with mother re school</p> <p>Mother sees fit to correct when necessary</p> <p>Equating happiness and satisfaction to son's success in college</p>	<p>Non-communicable</p> <p>"Tough love"</p> <p>Satisfaction happy</p>	<p>Most striking</p>		<p>Mother's Control</p> <p>Mother's happiness</p>
<p>Page 6</p> <p>Son struggled through secondary school years</p> <p>Testing did not reveal any learning disabilities</p> <p>Mother's opinion</p> <p>Mother's disapproval of son's relationship</p> <p>College is not son's priority</p> <p>Mother's priority</p> <p>Investing in son's education</p> <p>Mother gives warning</p> <p>Mother's sacrifice</p> <p>Waiting for son's decision</p>	<p>Learning difficulties</p> <p>Tested- nothing revealed</p> <p>Laziness/procrastination</p> <p>Obstacle</p> <p>Distraction</p> <p>Not a priority</p> <p>Investment</p> <p>Warning</p> <p>Sacrifice</p> <p>Waiting for decision</p>	<p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p> <p>Most striking</p>	<p>Make or break decision</p>	<p>Learning difficulties</p> <p>Learning difficulties</p> <p>Mother's perspective</p> <p>Distraction</p> <p>Mother's perspective</p> <p>Punishment</p> <p>Sacrifice</p>

**Coding Matrix Mother
Date Prepared: 2/23/05
Interview w/SM1**

Code Word Legend

Important

<p>Page 7</p> <p>Waiting for decision Inflexible schedule</p> <p>Venting frustrations with son's performance and behavior</p> <p>Good characteristics of her son</p>	<p>Inflexible schedule</p> <p>Frustration characteristics</p>	<p>Most striking Most striking Most striking</p>		<p>Disillusion</p> <p>Frustration</p> <p>Son's characteristics</p>
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Coding Matrix Mother - 2
Date Prepared: August 2005
Interview w/SM1

Code Word Legend

Important

Key Interview Phrases/Words	Key Code Words	Categories/subcategories	Higher level Categories	Themes
Page 1				
Giving guidance	Guidance	Mother's plans and goals for son		
Mother's preferences	Restrictions	Mother's plans		
Son agrees	Agreement	Mother's plans		
No assistance	Solo	Financial plan for college		
Financially supporting son	Support	Mother's plans		
Mother gains deep satisfaction	Satisfaction	Financial plan for college		
Wants best for son	Best for son			
Financial support	Support			
Page 2				
Sibs reaction	Best decision	Encouraged		
Mother's way of encouraging	Push	Control		
Mother's influence and guidance	guidance	Mother's influence		
	Influence			
	Important			
	No financial responsibilities	Caretaker		
	Caretaker	Mother's influence		
	Best advice			

Coding Matrix Mother - 2
Date Prepared: August 2005
Interview w/SMI

Code Word Legend

important

<p>Education priority for mother Mother gives best advice Working is son's avenue towards independence Confirms commitment to support Support for son Mother's protection Supply needs and wants Brother's encouragement Career support</p>	<p>Maintaining Independence Support Support Protection Overly protective Encouragement Support</p>	<p>Independence Mother's Support Caretaker Caretaker Family Support Family support</p>	
<p>Page 3 Brother possible mentor Apprentice to brother Mother's blue print for son Mentor in the field</p>	<p>Mentor Apprentice Mother's plan apprenticeship</p>	<p>Mentor Mother's plans..... Mother's plans</p>	

Coding Matrix Mother - 2
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Interview w/SMI

Code Word Legend

Important

<p>Page 4</p> <p>No outside financial support</p> <p>Assessment of educational performance</p> <p>Unsatisfactory report</p> <p>Mother's advice</p> <p>Candid</p> <p>Assessing son's behavior</p> <p>Lack of commitment on son's part</p> <p>Lack of focus</p>	<p>Lack outside assistance</p> <p>Assessing performance</p> <p>Dissatisfied</p> <p>Disillusion</p> <p>Grades unsatisfactory</p> <p>Shift priorities</p> <p>Candid</p> <p>Irresponsible behavior</p> <p>Lacks commitment</p> <p>Unfocused</p>	<p>Family support</p> <p>Mother's perspective</p> <p>Disillusion</p> <p>Mother's advice</p> <p>Mother's perspective</p> <p>Distractions</p>	
<p>Page 5</p> <p>Dissatisfied with performance</p> <p>Assessing son's behavior</p> <p>Mother confirms lack of commitment to school</p> <p>Mother gives warning</p> <p>Mother sees education as investment</p> <p>Son expresses commitment</p>	<p>Irresponsible behavior</p> <p>Confirmation/agrees</p> <p>Warning</p> <p>Investment</p> <p>Commitment</p>	<p>Mother's perspective</p> <p>Lacks maturity</p> <p>Punishment</p> <p>Parental influence</p>	

Coding Matrix Mother - 2
Date Prepared: August 2005
Interview w/SM1

Code Word Legend

Important

<p>No communication with mother re school</p> <p>Mother sees fit to correct when necessary</p> <p>Equating happiness and satisfaction to son's success in college</p>	<p>Non-communicable</p> <p>"Tough love"</p> <p>Satisfaction happy</p>	<p>Mother's Control</p> <p>Mother's happiness</p>		
<p>Page 6</p> <p>Son struggled through secondary school years</p> <p>Testing did not reveal any learning disabilities</p> <p>Mother's opinion</p> <p>Mother's disapproval of son's relationship</p> <p>College is not son's priority</p> <p>Mother's priority</p> <p>Investing in son's education</p> <p>Mother gives warning</p> <p>Mother's sacrifice</p> <p>Waiting for son's decision</p>	<p>Learning difficulties</p> <p>Tested- nothing revealed</p> <p>Laziness/procrastination</p> <p>Obstacle</p> <p>Distraction</p> <p>Not a priority</p> <p>Investment</p> <p>Warning</p> <p>Sacrifice</p> <p>Waiting for decision</p>	<p>Learning difficulties</p> <p>Learning difficulties</p> <p>Mother's perspective</p> <p>Distraction</p> <p>Mother's perspective</p> <p>Punishment</p> <p>Sacrifice</p>		

Coding Matrix Mother - 2
Date Prepared: August 2005
Interview w/SM1

Code Word Legend

Important

<p>Page 7</p> <p>Waiting for decision Inflexible schedule</p> <p>Venting frustrations with son's performance and behavior</p> <p>Good characteristics of her son</p>	<p>Inflexible schedule</p> <p>Frustration</p> <p>characteristics</p>	<p>Disillusion</p> <p>Frustration</p> <p>Son's characteristics</p>		
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Appendix F

Course Offerings - Charlotte Amalie High School

C.A.H.S.
2002-2003 Courses

Course Title	Course Title	Course Title
English 09	Carib History-ESL	Spanish MT
Honors English 09	VI History-ESL	French I
ESL 09	US History-ESL	French II
English 10	AP US History I	French III
Honors English 10	AP US History II	AP Spanish I
ESL 10	General Science	AP Spanish II
English 11	General Biology	Elect/Draft
Honors English 11	General Chemistry	Wood/Elect
ESL 11	Advanced Biology	Draft/Wood
English 12	Physics	Architect Draw I
Honors English 12	Principles of Tech	Architect Draw II
Jrn/Dsktp Pub I	Botany	Clothing/Foods
Jrn/Dsktp Pub II	Marine Biology	Foods/Clothing
Comp/Cr Writ	AP Biology I	Life/Handcrafts
Speech	AP Biology II	Crafts/Handicrafts
Drama	Algebra	Life/Crafts
Carib/VI Lit	Geometry	Chrm&Poise/Life
Yearbook I	Advanced Algebra	Craft/Chrm&Poise
Yearbook II	Func, Stats & Trig	Advanced Foods
ESL Skills	PreCalc/Disc Math	Advanced Clothing
SAT Verbal/Math	Calculus	OCC Child Care 1
AP English I	Consumer Math	OCC Child Care 2
AP English II	Computer App	OCC Clothing 1
Freshman Dev Sem	SAT Verbal/Math	OCC Clothing 2
Symphonic Band	AP Calculus I	Auto Mech I
VI History	AP Calculus II	Auto Mech II
Caribbean History	College Trig	Auto Mech III
US History	Spanish I	Auto Mech IV
World History	Spanish II	Body & Fender I
Psychology	Spanish III	Body & Fender II
Sociology	Spanish IV	Body & Fender III
Eco/Poli/Law	Spanish V	Body & Fender IV

C.A.H.S.
2002-2003 Courses

Course Title	Course Title	Course Title
Cosmetology I	Accounting 2	Volleyball/Softbal
Cosmetology II	Bus Communication	Basketball/Softbal
Cosmetology III	Bus Comp Applic	Weightlift/Footbal
Cosmetology IV	Business Law	JROTC-LET 1A
Electricity I	Keyboarding 1	JROTC-LET 1B
Electricity II	Office Technology	JROTC-LET 2A
Electricity III	Word Processing	JROTC-LET 2B
Electricity IV	OTJ Training	JROTC-LET 3A
Electronics I	Data Communication	JROTC-LET 3B
Electronics II	Data Proc/Bus Calc	JROTC-LET 4A
Health Occup I	Prog/Bus Law	JROTC-PersMgt-LET4
Health Occup II	Prog/Comp Applic	Functnl Math MIS4
Health Occup III	Work Skills/Per KB	Funct Reading MIS4
Health Occup IV	Beg Band/Choir	P & S Adjmnt MIS4
Hotel Training I	Beg Piano/Band	Computer Lit MIS4
Hotel Training II	Beg Choir/Piano	Adaptive PE
Hotel Training III	Music Appreciation	C.B.V.T.
Hotel Training IV	Percussion Lab	Career A&E 1 MIS4
Masonry II	Caribbean Ensemble	Career A&E 2 MIS4
Masonry III	Guitar Lab	Home Maint 1 MIS4
Masonry IV	Intermediate Band	Home Maint 2 MIS4
Plumbing I	Gospel Choir	Pre-Voc 2 MIS4
Plumbing II	Concert Choir	Vctl Train 1 MIS4
Plumbing III	Concert Mch Bnd	Vctl Train 2 MIS4
Plumbing IV	Adv Piano	IEP Mus Apprec
Art History	Steelband	IEP Steelband
Basic Art	Health	Health&Safety MIS4
2D Art	Fitness & Nutrtn	IEP English 09
Ceramics	Conflict Resolutn	IEP English 10
Graphic Arts	Aerob/Culturl Dnce	IEP English 11
Sculpture	Football/Basketbal	IEP English 12
Calligraphy	Tennis/Softball	IEP Bas Reading
Accounting 1	Soccer/Volleyball	IEP Rem Reading

C.A.H.S.
2002-2003 Courses

Course Title

IEP VI Hist
IEP US Hist
IEP Science
IEP Biology
IEP Gen Math
IEP Cons Math
IEP Career Ed
IEP Hlth&Sfe

Course Title

IEP Keyboarding
IEP O J T
IEP Eng 09 SC
IEP Eng 10 SC
IEP Eng 11 SC
IEP Rem Read SC
IEP VI Hist SC
IEP Science SC

Course Title

IEP Biology SC
IEP Gen Math SC
IEP Cons Math SC
IEP Career Ed SC
IEP Hlth/Safety SC
IEP SIS-LD

CAPT JOYANNE PATRICIA MURPHY, R.D.,L.D.,MPA

43 Tindal Springs Court
Montgomery Village, Maryland 20886
E-mail-joyanne.murphy@fda.gov

Educational Background

Ph.D. - Human Development - Virginia Polytechnic & State University, Falls Church, Virginia – Spring 2006

MPA - Northeastern University, Boston, Mass - September 1982

BSc - Framingham State College, Framingham, Mass – 1974

Professional Experience

As a Regulatory Science Education Specialist at the Food and Drug Administration, CAPT Murphy is involved in curriculum development, program facilitation, and accreditation management. She has developed and refined evaluation instruments to assess needs and effectiveness of the CDER courses. She is currently working on an Evaluation Workgroup to assess the overall effectiveness and efficiency of the CDER training program. She has designed and implemented mentoring and orientation seminars for new and existing staff at the Health Resources and Services Administration and the National Institutes of Health. For over 15 years, she has worked as a policy advisor, developing and implementing agency wide policy for uniformed service personnel.

CAPT Murphy is a skilled and licensed Nutritionist who has served in clinical, community, management, and research areas. In these capacities, she has developed numerous pamphlets, education materials, and a manual chapter for patients and family counseling. From time to time she is called on the review grants submitted to HHS. She has successfully facilitated many weight loss and smoking cessation classes, and for five years as a research nutritionist, she has collaborated with a primary investigator on a NIH protocol. She has written several abstracts for poster sessions and presentations, and co-authored one journal article.

CAPT Murphy is the recipient of many Public Service Awards, to mention a few, the Surgeon General Exemplary Award, the Outstanding Service Medal, and the PHS Commendation Medal. She is a member of many professional associations and is currently the President-Elect of the local affiliate of the American Dietetic Association.